



Sunshine Law Request
from the
Missouri Attorney General's Office



ATTORNEY GENERAL OF MISSOURI

ERIC SCHMITT
April 12, 2022

Custodian of Records
Ferguson-Florissant School District
8855 Dunn Rd.
Hazelwood, MO 63042

Sent via email to jdavis@fergflor.org; khampton@fergflor.org

RE: Sunshine Law Request

Dear Dr. Davis:

I write to request copies of the following public records pursuant to Chapter 610 of the Missouri Revised Statutes:

1. All contracts, including scope of work agreements, with any consulting company or entity (whether for profit, or not-for-profit) that provides justice, diversity, equity or inclusion training (or any similar training regardless of how titled or referenced) entered into by the Ferguson-Florissant School District during calendar years 2020, 2021 or 2022 including, but not limited to, any contract for services with Educational Equity Consultants.
2. All invoices, paid and unpaid, from Educational Equity Consultants, or any other consulting company or entity as described in request number one with which the district engaged, received by Ferguson-Florissant School District during calendar years 2020, 2021 and 2022.
3. All presentations and training materials provided to the district by Educational Equity Consultants, or any other consulting company or entity as described in request number one. As used in this request, "presentations and training materials" means any document – whether hard copy or electronic – provided or used during any portion of justice, diversity, equity or inclusion training including, but not limited to, Power Point presentations, charts, graphs, pictograms, articles or demonstrative exhibits.

I request that all responsive records be produced electronically, or be made available immediately for inspection.

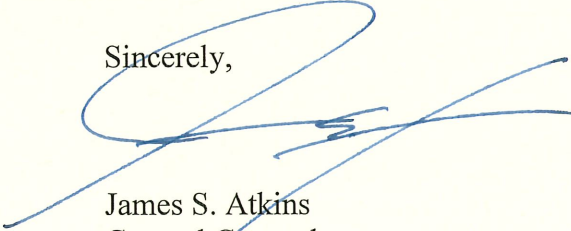
This request seeks documents that are in the public interest because they are likely to contribute to a better understanding of the operations or activities of Ferguson-Florissant School

Supreme Court Building
207 W. High Street
P.O. Box 899
Jefferson City, MO 65102
Phone: (573) 751-3321
Fax: (573) 751-0774
www.ago.mo.gov

District. In addition, this is not a request for commercial purposes. For these reasons, pursuant to § 610.026.1(1), RSMo, the Missouri Attorney General's Office requests a waiver of any fees associated with processing this request for records.

Thank you for your time and attention to this matter.

Sincerely,



James S. Atkins
General Counsel



Responsive Documents

from the School District



LEARN. TEACH. LEAD.

ASCD[®]
PROFESSIONAL
LEARNING SERVICES

PROPOSAL - Professional
Development for Social Justice
for Anti-Racist Schools

ASCD
Association for Supervision and Curriculum Development
1703 North Beauregard Street
Alexandria, Virginia 22311
www.ascd.org
1-800-933-2723 ext. 5773

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BASIC INFORMATION

Name: Association for Supervision and Curriculum Development (DBA ASCD)

Size and Organization: ASCD employs around 200 employees and has around 113,000 members. We are a non-profit 501(c)3.

Direct Mailing Address: 1703 North Beauregard Street Alexandria, Virginia 22311

Overview: Founded in 1943, the Association for Supervision and Curriculum Development (ASCD) is the global leader in developing and delivering innovative programs, products, and services that empower educators to help every learner succeed. For over 75 years, ASCD has produced high-quality products, engaging programs, and research-based professional learning solutions in all aspects of effective teaching and learning. ASCD advocates for policies and practices that ensure each child, in each school, in each community has equitable access to excellence in education.

ASCD is a nonprofit, nonpartisan membership organization that represents more than 113,000 educators from 129 countries and 71 affiliate organizations. ASCD is the publisher of *Educational Leadership*® magazine and has published more than 750 titles, with over 350 of the most widely used books in K-12 professional development. Today, ASCD resources can be found in more than 38,000 U.S. public schools, and ASCD members and materials influence more than 18 million students. From advocacy work to resources and professional development services, ASCD is dedicated to ensuring that every child is healthy, safe, engaged, supported, and challenged.

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"
AND ADDRESSED TO:**


**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name Association for Supervision and Curriculum Development (DBA ASCD)	Authorized Person Matt Monjan
Address 1703 North Beauregard Street	Signature 
City, State, Zip Alexandria, Virginia 22311	Title Managing Director
Tax ID# 52-6078980	Phone p. (703) 575-5760
Entity Type Non-Profit 501(c)3	Email ascdrfpmanager@ascd.org

VENDOR PERSONNEL PROFILE

ASCD has provided schools and districts with professional learning services for over 30 years. The Professional Learning Services team at ASCD specializes in creating your personalized learning experiences and meeting the professional learning needs for adults in education. ASCD Regional Partner Managers and implementation team members are experts with background knowledge and experiences in leading effective professional learning in districts and schools. They are especially skilled in assuring that implementation is consistent, cohesive, and practical. They also have expertise in evaluation to support the sustainability of any leadership, curriculum, assessment, and instructional initiative. ASCD Faculty Members consist of more than 100 researchers, authors, and practitioners who are renowned experts in professional learning and specific leadership, curriculum, assessment, and instructional practices.

Proposed Project Team

ASCD Faculty Members who may be selected for this project include qualified educators whose experience and skills include enacting inclusive and equitable systems and instructional practices in schools and classrooms, delivering effective professional learning experiences both in-person and virtually by utilizing distance learning tools, supporting educators with successful instructional and leadership processes, and offering additional tools, resources, knowledge and skills that match the requirements of this RFP.

ASCD PLS SUPPORT TEAM			
Name	Title	Education Level	Professional Work Experience
Sherida Britt Green	Project Leader	MA	Please see professional biography below.
Tammy Alexander	Implementation Team Member		Please see professional biography below.
Gabriel Benn	Implementation Team Member		Please see professional biography below.
Eric Carbaugh	Implementation Team Member		Please see professional biography below.
Opal	Implementation		Please see professional

Dawson	Team Member		biography below.
Jason Flom	Implementation Team Member		Please see professional biography below.
Chaunte Garrett	Implementation Team Member		Please see professional biography below.
Donnell Gregory	Implementation Team Member		Please see professional biography below.
LeeAndra Khan	Implementation Team Member		Please see professional biography below.
Carol O'Conner	Implementation Team Member		Please see professional biography below.
Wil Parker	Implementation Team Member		Please see professional biography below.
Chad Prather	Implementation Team Member		Please see professional biography below.
Dominique Smith	Implementation Team Member		Please see professional biography below.
Kwame Simmons	Implementation Team Member		Please see professional biography below.

Upon award of the contract, ASCD will match Ferguson-Florissant School District with a lead ASCD Faculty Member who will collaborate with district leaders to provide the professional learning services described in this proposal. A copy of this faculty member's qualifications and educational leadership certification held will be provided at that time.

Tammy Alexander



Areas of Expertise:

- Disrupting Poverty Cadre
- Content Area Reading

Tammy Range-Alexander is a teacher, facilitator, and consultant who works to empower teachers and administrators. She is creative and energetic, and has a natural talent for connecting to learners of all ages. She has worked as an elementary teacher and a university faculty member. Range-Alexander is a member of ASCD’s Disrupting Poverty Cadre. She is currently the director of the AAMU/UAH Regional Inservice Center and an adjunct professor at Alabama Agricultural and Mechanical University.

Range-Alexander has worked as a teacher-in-residence at The University of Alabama in Huntsville, Alabama, and trainer for the Alabama Reading Initiative; Alabama Math, Science, and Technology Initiative; Alabama State Mentoring program; and EDUCATE Alabama. She was selected as a NASA Endeavor Fellow and served as a NASA Marshall Space Flight Center pre-service faculty member. Range-Alexander has also provided professional learning support for North Alabama Instructional partners.

Range-Alexander has presented on a variety of topics, including “multiage classroom strategies,” “igniting a passion for content literacy,” “strategies and activities to raise student achievement,” and “culturally relevant teaching”. Her publications include *The Effectiveness of Using Picture Books with Adolescent Students in Inclusive Social Studies Instruction* and *Using Curriculum-Based Measurements to Assess Reading: The Cultural Connections of Diverse Students with Learning Disabilities* (coauthor).

Range-Alexander hold a PhD in reading and literacy from Alabama Agricultural and Mechanical University. She has earned several awards throughout her educational career, including the Lynn Fanning Teacher of the Year Award, the Alabama Agricultural and Mechanical University Teacher of the Year Award, and the National Milken Educator Award. She currently serves as an education doctor with The Peters Group.

Gabriel Benn



Areas of Expertise:

- Instructional Best Practices
- Arts and Technology Integration
- Special Education Instruction
- Culturally Responsive Teaching
- Effective Youth Engagement Practice

Gabriel “Asheru” Benn is an award-winning international hip-hop artist, veteran educator, and social entrepreneur based in Washington, D.C. He has served as a teacher and administrator in D.C.’s public, private, and charter schools for 20 years, and he is a pioneer of the hip-hop education movement. In addition to earning the prestigious Peabody Award for Journalism in 2006, Benn has performed, worked, and collaborated with youth organizations and artists in more than 24 countries and was appointed as a U.S. State Department Global Hip Hop Cultural Ambassador in 2014.

In his current work, Benn serves as the founding director of Guerilla Arts Ink, LLC, an arts, education, and curriculum development organization that specializes in cultural arts programming, innovative curriculum design, teacher professional development, and youth engagement practice. By building and nurturing strategic public/private partnerships, Guerilla Arts has secured resources to produce several youth programs and urban community initiatives, including H.E.L.P; the Hip Hop Educational Literacy Program (www.edlyrics.com), the High School 48 Hour Film Project; and 21st Century L.E.A.P., an 18-month literacy and STEAM-based program for elementary school boys currently taking place within three schools in Washington, D.C. Benn has extensive experience as an instructional coach and consultant, serving teachers in urban districts across the country—from Oakland and Los Angeles to Baltimore, Philadelphia, Chicago, and Washington, D.C—and providing training and curriculum development supports in the areas of special education instruction, arts integration, differentiated instruction, and culturally responsive teaching.

Benn earned his master’s degree from National Louis University and his bachelor's degree from University of Virginia. He will begin as a doctoral candidate at University of Virginia’s Curry School of Education in Fall 2017, and he is scheduled to release his first book on urban education practice with ASCD in 2018.

ERIC CARBAUGH



Areas of Expertise:

- Differentiated Instruction (Including Personal Learning)
- Understanding by Design
- Assessment (Including Performance Task Design)
- The Flipped Classroom
- Professional Learning
- Standards Based Instruction: ELA and Math

Eric Carbaugh is a skilled educator with primary and secondary experience; an award-winning, tenured university professor; and an effective and seasoned member of ASCD's Differentiated Instruction Cadre and Understanding by Design® (UbD®) Cadre.

Carbaugh began his career in education as a high school social studies teacher before moving to an elementary school to teach 6th grade language arts and social studies. He served as a classroom differentiation and curriculum coach, where he worked with middle and high school teachers to help them implement best educational practices in their classrooms. In this role, he also regularly co-taught courses, facilitated peer observations and feedback, led school-based professional development, and met with administrators and school board members to share results and inform future planning.

Carbaugh's work in higher education started when he was a teaching assistant for Carol Ann Tomlinson at the University of Virginia. Currently, he serves as an Associate Professor of Middle, Secondary, and Math Education at James Madison University in Virginia. He also regularly works as a consultant for schools and districts throughout the country as an ASCD Faculty member for the differentiated instruction and UbD cadres, where he engages with central office administrators, school administrators, coaches, and teachers of all levels. Internationally, he has worked extensively with educators from the Kingdom of Saudi Arabia on curriculum design. Recently, Carbaugh's work has focused on the synergy between differentiation and flipped learning, as well as developing authentic and engaging performance tasks as part of high-quality curriculum. On behalf of ASCD, he spent three years working with Moffat County Schools in Colorado, and the school district is now on the verge of transforming their entire curriculum. What began as a three-day workshop in August 2012 has grown to the point of realizing the vision of powerful learning experiences for all students in the district. Carbaugh also regularly presents at both international and national conferences on school improvement and professional development topics related to differentiated instruction, UbD, and other educational best practices.

Carbaugh's major area of research focuses on the characteristics of successful, low-income, "beat-the-odds" schools and how they relate to schools that fail to achieve the same level of success. He is the co-author of *The Differentiated Flipped Classroom: A Practical Guide to*

Digital Learning (Corwin, 2016), as well as the author of several articles, book chapters, policy briefs, and reviews. He wrote multiple *ASCD Express* articles, including [“Differentiating Instruction Using Mobile Technology Tools”](#) and [“A Practical Guide to Personalization in a Standards-Based World”](#) (both co-authored), and [“Designing Reliable and Valid Math CCSS Aligned Assessments.”](#) Carbaugh was also the co-author, with Tomlinson, of "Social Studies Curriculum for Middle Grades" and "The Parallel Curriculum Model: Key Elements and Implications for Giftedness" in *The Encyclopedia of Giftedness, Creativity, and Talent*. He designed an ASCD PD Online® course in formative assessment and both math and English/language arts CCSS. He is a board member and journal editor for Virginia ASCD.

Carbaugh received his doctorate in educational psychology, with a concentration in curriculum and instruction, from the University of Virginia; his master's degree in education from Mary Washington College; and his bachelor's degree in government and economics from the University of Virginia.

OPAL DAVIS DAWSON

Areas of Expertise:



- Assessment
- Instructional Coaching
- Instructional Strategies
- Professional Learning Communities
- Student Work Analysis
- Teacher Effectiveness
- Understanding By Design

Opal Davis Dawson is an author, educational consultant, coach, and retired, award winning PreK–5 public Montessori school principal with nearly 30 years of experience. While principal, she led her school in the implementation of the Understanding by Design® framework, with a focus on early childhood and primary school. Also during her tenure, Dawson led her school’s implementation of Professional Learning Communities (PLCs) to work collaboratively to improve teaching skills and the academic performance of students. Dawson coauthored the book, *Best College Match* (BK Royston Publishers, 2016) which focuses on College and Career Readiness for middle and high school students and helps them find the right college at the right price.

Dawson has taught, led, and consulted in Title 1 and non-Title 1 schools, and her work spans small, large, urban, rural, and suburban districts. She supports school leaders, district leaders, and teachers nationally and internationally in planning and implementing improvement initiatives, capacity building, and supporting high academic achievement for diverse student populations and instructional best practices. She has presented at conferences and major meetings on topics such as Formative Assessment, Professional Learning Communities, Common Core State Standards, Classroom Management, School Culture and Leadership.

Dawson has worked extensively with educators to adapt protocols for use when analyzing student work that help them understand the effects of their professional practices and plan their instructional next steps. She has served on educational foundations and boards, and she holds bachelor's and master's degrees from the University of Louisville.

JASON FLOM

Areas of Expertise:



- Facilitative Leadership
- Common Core: Science
- Curricular Design
- Teacher Leader Development
- Service Learning
- Technology

Jason Flom is director of Cornerstone Learning Community in Tallahassee, Florida, a whole child school he cofounded with other educators. At the heart of the school is a teacher leadership model built on collegial inquiry, collaboration, and shared responsibility. He also serves as a faculty member with ASCD's Professional Learning Services, specializing in implementation of science, technology, engineering, and mathematics; leadership and PLC development; and Common Core standards in the sciences. As a part of ASCD's Virtual Learning Network team, Flom developed a series of webinars to effectively increase literacy in the science classroom for all learners.

Prior to his current position, Flom taught for 11 years in upper elementary classrooms. He also served as the director of learning platforms for Q.E.D. Foundation. In line with the organization's focus on the fields of equity, science of learning, and transformational educational practices, he worked with schools and leaders across the nation who were part of the All Kinds of Minds Schools of Distinction network. Flom's work can be found on *Edutopia*, various ASCD outlets, and the multiauthor blog, *Ecology of Education*, of which he is the founding editor.

Chaunte Garrett



Areas of Expertise

- Whole Child
- Social-Emotional Learning
- Instructional Leadership
- Coaching
- Data Analysis

Dr. Chaunte Garrett is head of school of Rocky Mount Preparatory School in Rocky Mount, NC. A turnaround school, Rocky Mount Prep is one of the oldest and largest charter schools in North Carolina. Under her leadership, Rocky Mount Prep is enjoying the success of having met academic growth across content areas and with all subgroups of students. At the foundation of this work is creating equitable learning opportunities, building agency amongst scholars, and a whole child approach emphasizing high quality instruction, STEM learning opportunities, social-emotional learning and services and college and career preparation opportunities.

Prior to this role, she served as chief academic officer, director of accountability, building level administrator, instructional specialist and teacher. In these roles, Dr. Garrett successfully supported and led school transformation efforts in urban and rural school districts. In this work, she's supported schools in seeing remarkable gains in student achievement by way of grade level proficiency and academic growth. Dr. Garrett's areas of expertise are instructional leadership and coaching, school turnaround, data analysis to support improved achievement, curriculum design and implementation, equitable learning opportunities, dismantling inequities, developing sustainable professional learning communities and whole child opportunities and partnerships.

A 2014 ASCD Emerging Leader, her work with ASCD includes serving as a blogger and design team member on topics such as whole child education, instructional coaching, instructional design, instructional leadership, accountability, equity and racism. She also serves as a featured speaker and presenter at ASCD Empower and a cadre of conferences. She also consults with schools and organizations to provide professional development.

Garrett holds a Doctor of Education in Educational Administration and Supervision with a concentration in Curriculum and Instruction from North Carolina State University, a Master's Degree in Educational Administration and Policy from the University of Georgia, and Bachelor's Degree in Mathematics from North Carolina Agricultural and Technical State University.

DONNELL E. GREGORY

Areas of Expertise:



- Teacher Leadership and Instructional Coaching
- Understanding by Design®
- FIT Teaching™
- Blended Learning
- Formative Assessment
- Common Core State Standards
- Creating Professional Learning Communities and Job-Embedded Professional Development Practices
- Teacher Effectiveness
- Understanding by Design®

Donnell Gregory is a full time education consultant and a member of ASCD's Understanding by Design® and FIT Teaching™ Cadres. As an ASCD Faculty member, he has provided short and long term, onsite and virtual, capacity building professional learning to teachers and leaders in districts throughout the United States and abroad. Gregory's experiences have contributed to his recognition as an expert in developing instructional coaches and supporting teacher leaders as they implement common core state standards, aligned curriculum, assessment, and instructional research-based practices in their classrooms and apply effective professional learning practices to their work.

Gregory has a wealth of experience as an educator. He was formerly an elementary and middle school teacher, teaching 4–8th graders, in both the Dayton (Ohio) Public Schools and Prince George's County (Md.) School systems. He served as the chair of the Middle Childhood and Adolescent Young Adult program in the School of Education at Antioch University McGregor as well as an associate professor where he taught classroom management, diversity, context of middle schools, and foundations of education. He also supervised student teachers in both urban and suburban schools providing guidance on how to improve their skills and effectiveness in the classroom.

In addition to his experience as an educator, he has served in other professional positions that add to his expertise as an educational consultant. Gregory is the former Youth Commissioner for the City of Dayton where he worked with the Dayton community to identify resources available for at-risk youth to supplement academic learning and enhance their development. In this role, he worked with local organizations to increase their capacity and effectiveness of existing programs. Through collaboration and coalition building, he developed new initiatives to improve socioeconomic conditions of Dayton residents to ensure future opportunities for self-sufficiency as targeted youth transition into adulthood. He also worked with the Division Chief of Education Programs and other educational specialist designing activities for the National Aeronautics and Space Administration (NASA) sponsored Inventing of Flight Celebration and other programs that used the NASA Science, Engineering & Mathematics curriculum.

Gregory has presented at national and international education conferences. He has also served as a motivational commencement speaker for numerous programs and schools. He has provided consulting

services to assist with developing programs that address issues of equity and poverty as they relate to youth. His services extend to grant writing to support programs for youth development.

Gregory completed his Doctorate in Urban Education Leadership Administration at the University of Cincinnati. He received both his Bachelor of Science in Elementary Education and Master of Educational Leadership from Wright State University in Dayton, Ohio.

LeeAndra Khan



Areas of Expertise:

- Leadership Development
- Professional Learning Communities
- STEM/STEAM
- Differentiated Instruction
- Building Teacher Capacity

LeeAndra Khan is a talented educational leader, writer, and speaker, as well as an advocate for equity and access in education. Before beginning her journey into education, she spent 10 years as a civil engineer in some of Chicago’s largest firms. Armed with a love for math and science, Khan began her career in education as a high school math teacher in Chicago Public Schools. She moved through the leadership ladder as a dean, assistant principal and principal. Khan has worked closely with Project Lead the Way to provide STEM/STEAM opportunities to students. With a focus on real world applications, Khan has leveraged her skill as engineer to help teachers and teacher teams create learning experiences that are project based and promote student voice and choice.

Leading two International Baccalaureate Schools, Khan created professional learning communities that focused on interdisciplinary unit planning. Aiming to move past being a “one- to-one” school, she worked to get the use of technology to redefine student experiences. Through STEAM opportunities and personalized learning, Khan works to promote academic mindsets through student centered, inquiry-based learning.

Khan is currently pursuing a Doctorate in Educational Leadership from Concordia University. She also holds a Master of Arts in Educational Leadership and a Master of Teaching in Math/Secondary Education from Concordia University.

Her publications include numerous blogs, and articles as a guest author for The Chicago Reporter and Education Post, writing on topics around education reform titled “Quit Complaining About the PARCC”, “The Challenge of Being a Black Principal in Today’s Racial and Political Climate”, “Our Schools Need Social Justice Warriors, not Status Quo Embracers”, and “I Was the Smart Black Girl School in a White World, but Zip Code Shouldn’t Matter Anymore”. In addition, she delivered a TEDx Talk titled “The Power Outage” which focused on teacher voice and leadership beyond the classroom.

CAROL O'CONNOR



Areas of Expertise:

- Differentiated Instruction
- Building Teachers' Capacity for Success
- Teacher Leadership and Instructional Coaching

Carol O'Connor is an international educational consultant who has worked as a teacher, coach, and leader in education for over 20 years. She is a member of the ASCD Differentiated Instruction Faculty and the Building Teacher's Capacity for Success Faculty. Carol has presented workshops and coached teacher leaders in Australia and New Zealand, as well as in Dubai. In addition, Carol spent two years working as a differentiated instruction coach in Hong Kong and throughout Asia.

Dr. O'Connor received her doctorate in Educational Administration with a focus on Curriculum and Instruction from Widener University and received her Master's in Reading and Language Arts from the University of Pittsburgh. Carol has worked throughout the United States presenting workshops on instructional coaching and supporting coaches in their work with teachers.

Carol's main work has been supporting teams, schools, and districts to become true professional learning communities where everyone is engaged in learning all of the time.

WIL PARKER



Areas of Expertise:

- Differentiated Instruction
- Teacher Leadership and Coaching
- Diversity, Race, and Cultural Development
- Teaching and Leading in Diverse Populations
- Teacher Evaluation and Professional Learning
- Job-Embedded Practices
- Research-Based Curriculum, Instruction, and Assessment Practices
- Standards-Based Instruction

Dr. Parker is well known keynote speaker, presenter, and teaching clinician. He has presented talks and keynote sessions throughout the United States, Canada, Europe, and South America.

Dr. Parker is an Assistant Professor in educational leadership at Bowie State University. He currently serves as a liaison and resource for school districts, superintendents, ministers of education, school administrators, colleges, and universities to develop support programs, teacher residency programs, and partnerships to develop accomplished teachers. He assists in developing urban school administrators and teacher leaders. He has contributed to developing instructional leaders providing public awareness programs and campaigns for teacher educators on the National Board Certification process and infusing national teaching standards in teacher education preparation programs.

Most recently, he has created and implemented district-wide capacity building initiatives to increase student learning in large urban school districts. Parker has taught at Howard University and the University of Michigan-Dearborn. His teaching and leadership experience includes an advanced placement biology teacher, STEM education, International Baccalaureate, and an allied health careers professor in public schools, community colleges, and university teacher preparation programs. Parker's research agenda includes school leadership and teacher leadership development, urban school leader development, racial identity and student learning, African American male teachers, and student athlete achievement.

He holds a bachelor's degree in biology from Tennessee State University, a master's degree in science education from The George Washington University, and a doctorate in educational and organizational leadership from the University of Pennsylvania.

CHAD PRATHER



Areas of Expertise:

- Differentiated instruction
- *Understanding by Design* curriculum development
- Planning and teaching for rigor and complexity
- Assessment and grading for learning

Chad Prather has won multiple district-level awards while employed as a teacher in the Metropolitan Nashville Public School system (most recently in 2016 as the “Academies of Nashville” General Education Teacher of the Year, and previously in 2013 as the MNPS High School Teacher of the Year). He is currently the Social Studies department lead at a magnet high school and serves on Mayor Megan Barry’s “Teacher Cabinet” in Nashville. An ASCD faculty member in the Cadre for Differentiated Instruction, Prather facilitates professional development on the ethos and process of differentiation, on essential questioning and curriculum design, on the complexity of rigor and engagement, and on grading for learning.

Prather believes that great teaching begins with an identity-oriented mission for kids and a dogged addiction to their potential. He believes learning is cultivated through dynamic pedagogy that is simultaneously predictable and flexible, challenging and stimulating, and above all respectful of students. He has more than 14 years of public school teaching experience in a variety of settings, currently in an urban “priority school” and previously in schools with highly diverse student populations. One of Prather’s classrooms was featured in the 2008 ASCD video series [Differentiated Instruction in Action](#).

Prather holds a master’s degree in teaching from the University of Virginia’s Curry School of Education and a bachelor’s degree from the University of Virginia’s College of Arts and Sciences.



Dominique Smith

Areas of Expertise:

- FIT Teaching Cadre

Dominique Smith is a social worker, school administrator, mentor, a national trainer for the International Institute on Restorative Practices, and a member of ASCD's FIT Teaching (Framework for Intentional and Targeted Teaching™) Cadre. He is passionate about creating school cultures that honor students and build their confidence and competence. He is the winner of the National School Safety Award from the School Safety Advocacy Council.

His major area of research and instruction focuses on restorative practices, classroom management, growth mindset, and the culture of achievement. In addition to his school leadership responsibilities, Smith provides professional learning to K–12 teachers in groups large and small, on many topics that address classroom and school climate and organization. He is a regular presenter at many conferences including ASCD's annual conference.

He is the co-author of [Better than Carrots and Sticks: Restorative practices for positive classroom management](#) (ASCD) as well as articles for Principal Leadership and School Leadership.

Smith earned his Master's in Social Work from the University of Southern California and is a doctoral student in educational leadership at San Diego State University.

Kwame Simmons



Areas of Expertise:

- Culturally Responsive Instruction
- Leadership
- School Improvement
- Use of Data
- Technology Integration

Kwame Simmons is a dynamic educator who uses an innovative approach to revolutionize urban education. He has dedicated his career to educating students in the urban centers of Detroit, Michigan; Saint Louis, Missouri; and Washington, D.C. His enthusiasm and depth of knowledge regarding current research in school leadership, quality instruction, technology integration, and assessment makes him a rarity in education. Simmons has worked tirelessly within each of his roles as an educator to turn urban schools into national models of success. He has managed to do this while creating an atmosphere that is motivating and designed to raise student achievement.

Simmons demonstrates effective leadership, through his unique ability to think outside the box and willingness to take risks to produce the best learning environment for school communities. While in St. Louis, his efforts led his school to receive several national awards, including Most Improved School of the Year. Simmons went on to transform a persistently low-performing school in Washington, D.C., into the city's first blended learning school. He has also been recognized by the Washington Post and the U.S. Department of Education, and he received the 2015 BET Honors Award for Excellence in Education.

Simmons is a product of Detroit Public Schools. He received a Bachelor of Arts degree in history from Hampton University; a Master of Education degree in educational leadership from Teachers College, Columbia University; and an Executive Master of Leadership from MacDonough School of Business, Georgetown University. He currently serves as an adjunct professor at Teachers College, Columbia University.

VENDOR EXPERIENCE PROFILE

ASCD provides onsite and virtual customized capacity building program development, professional learning, and school improvement support services. This support serves different purposes. Some experiences offer program review, needs assessments, program audits, and implementation/evaluation planning, while others integrate the review and planning with in depth exploration and use of best practices via long term capacity building programs that result in effective full implementation of best practices.

ASCD has provided schools/districts with onsite and blended virtual leadership professional learning services for over thirty (30) years. A sample list of urban districts with diverse student populations who have received effective professional learning services from ASCD include:

District	Location	# of Students	% Free and Reduced Lunch (FRL)/Economically Disadvantaged:	Racial Make-Up
Atlanta Public Schools	Atlanta, GA	55,000	75.6	<ul style="list-style-type: none"> • African American: 80.4% • Caucasian: 11.5% • Hispanic: 3.7% • Multi-racial: 1.4% • American Indian/Alaskan Native: 1.9% • Asian: 0.8%
Chicago Public Schools	Chicago, IL	370,000	77	<ul style="list-style-type: none"> • African American: 37% • Asian: 4.1% • Hawaiian/Pacific Islander: 0.2% • Hispanic: 46.8% • Multi-Racial: 1.1% • Native American/Alaskan: 0.3% • White: 10.2% • Not Available: 0.3%
Copperas	Copperas	8,100	54.3%	<ul style="list-style-type: none"> • White: 43.5%

Cove Independent School District	Cove, TX	students		<ul style="list-style-type: none"> • Hispanic: 25.4% • African American: 17.5% • Two or more races: 9.8% • Pacific Islander: 1.7% • Asian: 1.5% • American Indian: 0.5%
Cypress-Fairbanks Independent School District	Houston, TX	116,000	50.8	<ul style="list-style-type: none"> • Hispanic: 44.8% • White: 25.4% • African American: 17.1% • Asian: 9.2% • Multi-racial: 2.5% • Native American: 0.64% • Pacific Islander: 0.09%
Grand Rapids Public Schools	Grand Rapids, MI	17,000		<ul style="list-style-type: none"> • Hispanic: 36.3% • African American: 32.4% • White: 23.0% • Multiracial: 6.40% • Asian/Pacific: 1.37% • American Indian: 0.47%
Los Angeles Unified School District	Los Angeles, CA	714,000	63.8	<ul style="list-style-type: none"> • Latino: 74.0% • White: 9.8% • African American: 8.4% • Asian: 6.0% • Pacific Islander: .04% • American Indian/Alaskan Native: .02%
Prince George's County Public Schools	Upper Marlboro, MD	130,000	63.8	<ul style="list-style-type: none"> • Black or African American: 61.4% • Hispanic/Latino of any race: 29.6% • White: 4.2% • Asian: 2.8% • American Indian/Alaska

				Native: .4% <ul style="list-style-type: none"> • Native Hawaiian or Other Pacific Islander: .2% • Two or more races: 1.5%
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You can read about some of our success stories [here](#).

ASCD Experience in Cultural Responsive Training

The following projects highlight some of the recent work that ASCD has completed in related fields:

ASCD PLS CRT Projects		
Client	Topic	Dates
Bertie County Schools	Culture and Climate	February 2019
Dallas ISD	Summer Support For Teachers: Social-Emotional Learning, Asset Based Mindsets, and Strategies for Youth Engagement	July 2019
Hendry County	Disrupting Poverty	November 2018-February 2020
Pennsylvania Leadership Charter School	Culturally Responsive Teaching	October 1019-January 2020

EXECUTION OF SERVICES

ASCD is pleased to respond to the Request for Proposal (RFP), Professional Development for Social Justice for Anti-Racist Schools for the Ferguson-Florissant School District. ASCD will provide engaging, research-based professional learning for all district staff that addresses issues of implicit bias, including culturally responsive instruction, and supporting anti-racist practices to improve student engagement and achievement for all students. ASCD believes that every student deserves the opportunity to thrive socially, emotionally, and academically. This professional learning opportunity will center on sharing strengths-based strategies, research-based practices, and implementation tools that build the leader and teacher capacity needed to enact equitable practices in order to allow all students access to high quality education.

“More than ever, we need an army of educators with the political, moral, and professional will to dismantle systems of oppression that have historically crippled opportunity and access for students of color. We need champions of children who are willing to be temporarily uncomfortable so that all children might be enduringly celebrated and educated equitably. We need advocates for educational advancement who are willing to examine themselves, their behaviors, and their values as part of school improvement efforts. We need culturally competent educators. We need you.” Mayfield, 2020.

The ASCD Professional Learning Services offered in this proposal will address the services requested by

- Establishing a shared vision and goals to ground the work in social justice for the District.
- Developing a clear set of guiding principles that aligns the professional learning with district core values.
- Explicitly connecting antiracist tenets and practices with classroom instruction for all students.
- Explicitly identifying and addressing deficit thinking, practices, and mindsets that are fueled from implicit and explicit biases.
- Increasing and acknowledging awareness of privilege and bias.
- Developing positive, inclusive, growth mindsets among all staff.

- Exploring the range of interpersonal and communication skills necessary to maintain healthy relationships built on trust and mutual respect.
- Providing research-based and proven strategies to create sustainable antiracist systems, policies, and professional practices.
- Creating and implementing inclusive and just systems and conditions at the district and school levels that promote inclusion and support honoring diversity among staff and students.
- Developing engaging community opportunities that support parents, patrons, students, and businesses engaging in social justice and antiracist practices together, such that the community as a whole benefits.
- Overcoming resistance.
- Collecting and reviewing outcome data to gauge impact and determine next steps.

ASCD collaborates with district leaders in the design and delivery of all professional learning and consulting services.

Comprehensive Audit

Recognizing that Ferguson-Florissant School District must create sustainable change so that an anti-racist, equitable, and inclusive community can flourish, ASCD's professional learning approach will include a comprehensive audit of the current policies, practices, and culture of the district as these areas relate to social justice and anti-racism. The comprehensive audit of current practices at the district and school level may include stakeholder input (interviews, focus groups, and survey reviews); possibly on-site visits if school is held in-person (including classroom walkthroughs and student shadowing); and detailed analysis of results in comparison to the best practices taking place in comparison schools across the country.

By using both qualitative and quantitative data, ASCD can help Ferguson-Florissant School District identify what is working well and where improvements can be implemented so the best teaching and learning can happen. The audit will provide ASCD with crucial information used to customize professional learning services to best meet the needs of Ferguson-Florissant School District. By frequently monitoring progress on a consistent basis using both qualitative and quantitative data, we can measure our growth, plan for improvement, and be as effective as possible for our students. Details of the program review process can be seen in Figure 1.

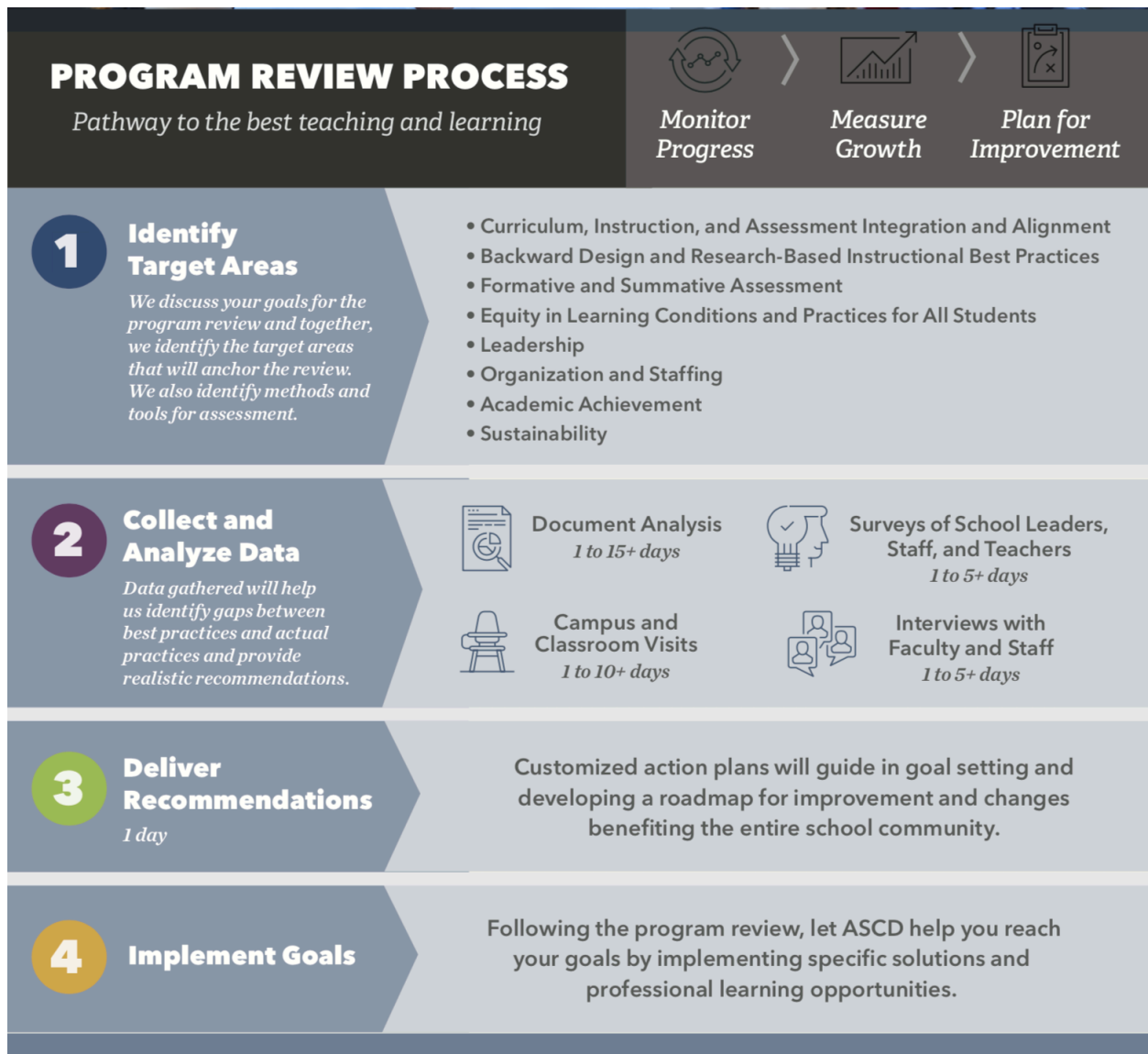


Figure 1

At the completion of the audit and needs assessment, ASCD will work collaboratively with Ferguson-Florissant School District leaders to create a set of procedures, practices, systems, and structures that recognize, embrace, and effectively implement those leadership and pedagogical philosophies, practices, and policies that create inclusive schooling environments for students and families from ethnically, racially, and culturally diverse backgrounds. This framework of research and evidenced-based practices includes an emphasis on high expectations for student achievement by enacting equitable practices, including the examination of explicit and implicit bias, and applying the tenets, competencies, and pedagogies of social justice.

ASCD Key Staff and Faculty take what is learned from the comprehensive audit and what is known to be true from research, data, and experience about what works best with adult learners to customize our services to the identified learning needs of participants. ASCD will create a detailed plan for Ferguson-Florissant School District that includes an alignment of processes and practices within the district in order to support anti-racist schools. The plan will help map the adjustments in practice and culture necessary to generate positive change and support sound instructional decision-making and better learning in the classroom.

Professional Learning Services Methodology

“To facilitate learning in multicultural classrooms, teachers must relate the content they teach to their students’ cultural backgrounds. Before they can do this, however, they must first understand who their students really are. Geneva Gay (2000) teaches us that culturally responsive teaching connects students’ cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. And to address students’ sociocultural realities through curriculum content, culturally responsive teachers must transcend their own inherent biases first.” Lopez, p. xii.

All professional learning will include work on developing relationships and understanding explicit and internal biases, for these two things are key to developing culturally responsive teaching and anti-racist schools. As the theoretical framework for this work, ASCD will continuously refer to the *What Matters Most Framework*, see Figure 2, below. This will ensure that all work is focused and connected to proven research-based methods.

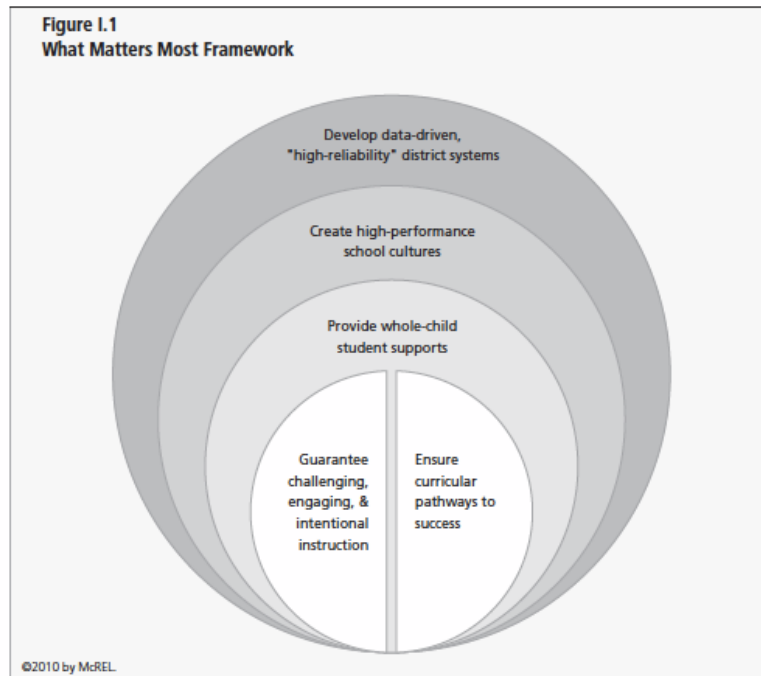


Figure 2: From: Goodwin, B. (2011). *Simply Better: Doing What Matters Most to Change the Odds For Student Success*. Alexandria, VA: ASCD & Aurora, CO: McRel.

While specific content will be determined through the audit and Action Plan created in Year One, at a minimum, in support of building local capacity, ASCD will work with Ferguson-Florissant School District leaders to differentiate the professional development content via ongoing professional learning. Currently, due to restrictions regarding the novel coronavirus, delivery will be remote utilizing virtual learning platforms. If and when it is safe, ASCD can provide in-person professional learning.

ASCD remote learning sessions and virtual office hours focus on practical application and are tailored to meet the specific needs of leadership and teachers. ASCD online learning experiences take full advantage of the interactivity and multimedia power of the Internet, which may include videotaped classroom scenes, interviews, and online demonstrations of concepts. This wide variety of activity and question formats offers a more valuable learning experience than typical workshops or textbook-based courses.

Complementing the remote learning sessions, ASCD Faculty can provide virtual office hours. By meeting virtually, participants can receive small group or individualized guidance, feedback, and recommendations from experienced experts. Utilizing virtual resources, ASCD Faculty members can help participants strategize, action plan, and leverage technology to empower their faculty, staff, and students.

Professional development workshops, conducted onsite, can build educator capacity to plan, organize, and deliver effective leadership, coaching, and instruction. Workshops offer hands-on, engaging activities and support. Participants leave the workshops with actionable items to implement in their schools and classrooms that will impact student learning, engagement, and achievement.

ASCD's Professional Learning Services include the development of an implementation and evaluation plan. The evaluation plan is aligned with the research of Thomas Guskey on the five levels of professional development evaluation (*Does it Make a Difference: Evaluating Professional Development, Educational Leadership*, March 2002, ASCD). ASCD worked with Dr. Guskey to add a sixth level encompassing building local capacity for transfer and sustainability of initiatives. The process employed for evaluation and tracking of program implementation and success includes gathering evidence of impact based on the following six (6) levels: Participant Reactions, Participant Learning, Organization Support and Change, Participant Use of New Knowledge and Skills, Student Learning Outcomes, and Demonstrating Capacity.

ASCD acknowledges the variety of teacher needs for professional growth that exist in most schools. Participant self-assessments will inform differentiated needs for participants. Face-to-face, virtual and/or blended professional learning practices will be designed based on the following levels:

- **Level 1: Awareness:** Professional learning only starts the process of change, raising awareness and introducing new constructs and terminology.
- **Level 2: Skill Development:** This is an intense level of professional learning. The adult learner typically experiences some major discomfort while making the initial attempts to try out new behaviors. For the adult learner to continue during Level 2 requires a considerable amount of support and massed practice to learn new content to a level of comfort.
- **Level 3: Implementation:** Professional learning focuses mostly on helping the adult learner make necessary refinements and adjustments in newly learned content so that it fits the context well. Problem solving about real implementation problems is a key to motivating the Level 3 adult learner to use the new practices and get positive results in schools.
- **Level 4: Institutionalization Practices:** Professional learning focuses on maintaining or institutionalizing the behaviors and protocols.

(Champion, Robby: *Guide for Instructional Leaders: An ASCD Action Tool*, 2000)

Professional Development Plan

YEAR ONE			
Description of Services	Timeline	Key Personnel	Deliverables and PD Learning Topics
Contract Awarded	August 13, 2020	Sherida Britt Green	Final agreements signed.
Lead Faculty Member Selected	August 2020	Sherida Britt Green and selected ASCD Lead Faculty Member	ASCD Lead Faculty Member selected and updated on project goals, timeline, and outcomes.
Agree on Protocols and Timelines	August 2020	Sherida Britt Green and selected ASCD Lead Faculty Member	Detailed action steps, protocol, and timeline related and agreed upon.
Co-Developed Communication System	August 2020	Sherida Britt Green and selected ASCD Lead Faculty Member	Together with Ferguson-Florissant School District, ASCD will create a comprehensive communication plan that ensures regular and frequent check-in calls, weekly status emails, and monthly written updates.
Keynote Presentation & Initial Training	August 14, 2020: 9:00 am – 11:30 am CT	Selected ASCD Faculty Members	Foundational session will develop a shared vision and goals to ground the work in social justice for the professional learning ahead. This will most likely be a virtual training. The objective of the session is to

			<p>understand and build capacity to implement practices, policies, strategies, and tools to assure equitable and anti-racist practices. Topics may include:</p> <ul style="list-style-type: none"> • Introduction to the Equity Taxonomy • Implementing the audit • Understanding the dimensions of identity • Recognizing implicit bias • Developing a positive, growth mindset • Social-Emotional engagement practices
Social Justice and Anti-Racist Audit: Phase 1	August/Sept. 2020	Selected ASCD Faculty Members	<p>Develop and Finalize:</p> <ul style="list-style-type: none"> • Audit Plan • Questions to guide the audit • Measures of success with district stakeholders
Social Justice and Anti-Racist Audit: Phase 2	August/Sept. 2020	Selected ASCD Faculty Members	<ul style="list-style-type: none"> • District plans and practices • Gather data from sources of evidence
Create Gap Analysis Document	September 2020	Selected ASCD Faculty Members	<ul style="list-style-type: none"> • A comprehensive action plan based on the district audit that outlines how the work will move forward in years two and three. Plan will include aligning district core values with what is working in schools across the country to develop a clear set of guiding principles in which to ground the work. ASCD will help the district align all frameworks, communication, and student expectations to the guiding principles created in this partnership.
Social Justice	September	Selected	<ul style="list-style-type: none"> • Develop and present

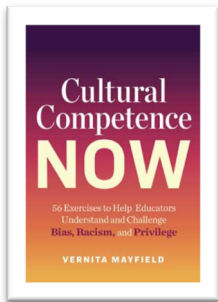
and Anti-Racist Audit: Phase 3	2020	ASCD Faculty Members	<p>recommended plan.</p> <ul style="list-style-type: none"> Apply audit findings to professional learning plan.
Remote Learning Session	November 3, 2020: 8:00 am – 10:00 am CT	Selected ASCD Faculty Members	<p>During this session, participants will explicitly learn about antiracist tenets and practices so that they will be able to connect them to classroom instruction for all students. Topics may include:</p> <ul style="list-style-type: none"> Creating a welcoming, safe, caring, and positive school and classroom culture conducive to the success for every student Exploring student supports Best instructional practices
Remote Learning Session	December 18, 2020: 8:00 am – 10:00 am CT	Selected ASCD Faculty Members	<p>Participants will continue to focus on building capacity to implement equitable classroom practices. Topics may include:</p> <ul style="list-style-type: none"> Exploring equitable teaching practices Identifying equitable behavior policies, classroom management strategies, and interventions Building relationships and understanding students Understanding how stress, trauma, and emotion affect learning
Remote Learning Session	February 12, 2021: 8:00 am – 10:00 am CT	Selected ASCD Faculty Members	<p>Participants will learn how apply differentiation and culturally responsive instructional and management strategies to support student learning, engagement & responsibility. Topics may include:</p> <ul style="list-style-type: none"> Creating a safe and welcoming classroom setting Personalizing the learning process

			<ul style="list-style-type: none"> • Introducing interactive learning experiences connected to student background and culture • Using data for equity in teaching • Removing barriers based on social, racial, cultural, or economic factors
Professional Learning Workshop or Remote Learning Session	April 2, 2021: 8:00 am – 10:00 am CT	Selected ASCD Faculty Members	At the concluding workshop for Year One, participants will reflect upon their year of learning and identify areas of strengths and spaces for improvement and attention. Participants will examine their role in implementing strategies that promote healthy, safe, engaged, and supported whole child practices. Participants will be introduced to professional learning goals for Year Two and possible upcoming implementation of systemic changes.
YEARS TWO AND THREE			
Continued professional learning and implementation support.	August 2021 – June 2023	Sherida Britt Green and selected ASCD Faculty Members	<p>All trainings, workshops, resources, and implementation support will be differentiated, researched-based and directly aligned to the results of the initial district audit. These two years will focus on 1.) Creating and implementing inclusive and just systems and conditions at the district and school levels that promote inclusion and support honoring diversity among staff and student, and 2.) Developing engaging community opportunities that support parents, patrons, students, and businesses engaging in social justice and antiracist practices together, such that the community as a whole benefits.</p> <p>Throughout the two years, ASCD and Ferguson-Florissant School District w</p>

			continuously collect and review outcome data to gauge impact and determine next steps.
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Resources

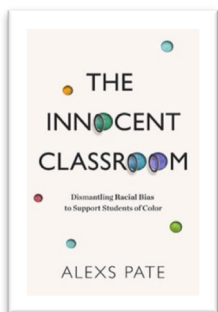
These books can provide continuous professional learning and can be used as resources, guides, and reference points during the workshop and for continued professional learning throughout the year.



Cultural Competence Now: 56 Exercises to Help Educators Understand and Challenge Bias, Racism, and Privilege

by Vernita Mayfield

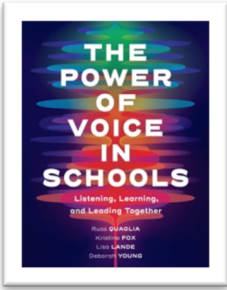
Cultural Competence Now provides a structure to begin meaningful conversations about race, culture, bias, privilege, and power within the time constraints of an ordinary school. The 56 exercises include activities, discussions, and readings in which to engage during each of the four quarters of the school year. School leaders will discover how to facilitate learning through the four steps—awaken and assess; apply and act; analyze and align; advocate and lead.



The Innocent Classroom: Dismantling Racial Bias to Support Students of Color

by Alexs Pate

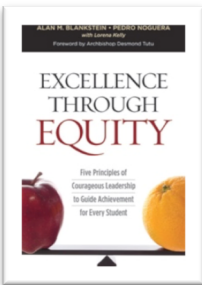
When children of color enter their classrooms each year, many often encounter low expectations, disconnection, and other barriers to their success. Learn how the roots of these disparities lead to pervasive negative stereotypes, which children are made aware of before they even walk through the school door. Readers will embark on a relationship "construction project" in which they will deepen their understanding of how children of color are burdened with guilt; discover students' "good," or the motivation behind their behaviors, and develop strategic responses to that good; and nurture, protect, and advocate for students' innocence.



The Power of Voice in Schools: Listening, Learning, and Leading Together

by Russ Quaglia, Kristine Fox, Lisa Lande, Deborah Young

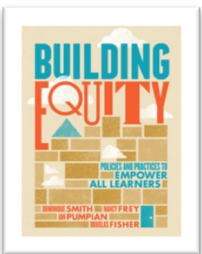
This book reflects the dream of a true partnership in listening, learning, and leading together. When the potential of voice is fully realized, schools will look and feel different. Cooperation will replace competition and conflict, collaboration will replace isolation, and confidence will replace insecurity. Most important, the entire school community will work in partnership with one another for the well-being of students and teachers.



Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student

by Alan Blakenstein, Pedro Noguera, Lorena Kelly

Description: This resource is about how to create schools and learning communities where all students are able to thrive. Contributors share insights into the successful strategies they've used and the challenges they've faced. *Excellence Through Equity* includes practical, detailed accounts of what school districts, classrooms, and community-based organizations are doing to promote excellence through equity.



Building Equity: Policies and Practices to Empower All Learners

by Dominique Smith, Nancy E Frey, Ian Pumpian, Douglas B Fisher

Description: All of our students need and deserve to learn in a supportive environment that meets their educational needs. This resource includes a new model, the School Equity Taxonomy, that can be used to clarify the structural and interpersonal components of an equitable and excellent schooling experience. Drawing from the experiences of hundreds of educators throughout the United States, this book is filled with examples of policy initiatives and practices that support critical standards of equity and high-quality, inclusive learning experiences.



Forces of Influence: How Educators Can Leverage Relationships to Improve Practice

by Fred Ende and Meghan Everette

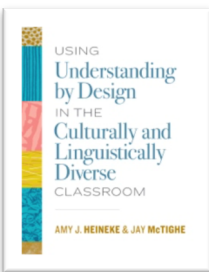
Description: How can educators make sure they exert their influence astutely and sensitively, navigating education's priorities and pressures while keeping their work focused on the mission? This thought-provoking book helps readers navigate this tricky terrain, introducing four "forces," or levels, of influence and explaining how educators can use them to support one another's practice and push for positive outcomes for all learners.



Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom

by Ignacio Lopez

Description: Teachers recognize that building positive relationships with students is crucial to ensuring their success in school. Many teachers find themselves standing in front of children day-in and day-out who don't look like them, who don't sound like them, who don't share similar cultural and social experiences – and they don't know where to start. From ASCD Faculty member Ignacio Lopez comes a helpful book for teachers looking for examples, activities, and strategies for getting to know their students, creating a safe and culturally relevant classroom environment, addressing behavior issues, and more.



Using Understanding by Design in the Culturally and Linguistically Diverse Classroom

by Amy J. Heineke, Jay McTighe

ELL researcher Amy Heineke and bestselling author Jay McTighe showcase how the backward design process of UbD can help educators effectively meet the needs of culturally and linguistically diverse students—a growing population in our schools. AVAILABLE JULY 2018

About Activate

ASCD Activate

Activate allows your component districts the opportunity to access content anywhere, anytime and create sustainable professional learning to develop individual district initiatives, as well as support collaborative work across the region. Together, we can develop a partnership for combining engaging and efficient staff and curriculum development to meet the needs of schools and driving your mission of supporting districts in achieving educational excellence.

At a high level, the digital platform includes a cohort-based problem-solving model, deep connection to a whole child approach to education, and content focused on improving school practices delivered by valued and respected educators many of whom are considered the world's foremost K-12 subject matter experts.

All Activate memberships include the following resources:



ASCD's **PD InFocus** offers professional development for educators that is content-rich and ongoing. Users can search, view, and upload any of their own specific file types to share and view online. Once files are uploaded, they can be assigned to any subscriber. These unique assets can also be hosted within custom channels. Users can also create learning communities, post assignments, and join moderated threads while monitoring their progress. This resource has been used in urban, rural and suburban districts and is flexible enough to be tailored to meet, individual, school, and district's areas of focus.






ASCD's **PD Online courses** are web-based, media-rich learning experiences that help users deepen their understanding of today's most important education topics. Each course includes video content, readings, auto-graded assessments, downloadable applications, and reflections. Throughout the courses, users explore the ideas of ASCD's most influential authors and thinkers, including Robert J. Marzano, Carol Tomlinson, and Eric Jensen; meanwhile, job-embedded applications allow users to translate what they learn into their own education practice, meaning the courses are as strong in theory as they are practical.



ASCD **myteachsource** is a classroom-focused, teacher-driven digital subscription that delivers monthly topic packs on popular instructional strategies. It is designed for ease of use and is accessible from computers or mobile devices. ASCD MyTeachSource offers easily consumable and immediately applicable strategies that not only can be used by educators in the classroom, but by para-professionals, substitute teachers, and even parents. Topics like; Flipped Learning, Helping Students Make Sense of Math, Creating Independent Readers, SEL, and more can be found in this resource.

 <p>ASCD E-BOOKS</p> <p>E-books can be a wonderful resource for use in professional learning book clubs, professional learning communities (PLCs), or for your own professional growth.</p>	 <p>EL EDUCATIONAL LEADERSHIP</p> <p><i>Educational Leadership</i> is the magazine for educators written by educational leaders—principals, teachers, and administrators at every level and in every subject area.</p>	 <p>ASCD EDUCATIONUPDATE</p> <p>This quick-read newsletter focuses on trends in K–12 education, instructional and leadership practices, and new research that informs learning and teaching.</p>	 <p>ASCD WEBINARS</p> <p>In just an hour, you can attend a live seminar presented by renowned educators and authors. As an ASCD Activate user, you can attend monthly webinars as well as quarterly exclusive webinars.</p>
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Additionally, in response to the global health crisis, ASCD has developed and continues to curate a series of resources within Activate to help educators continue teaching and learning in a virtual space.

 <p>Classroom Management and Engagement</p> <p>How educators and teachers create routines, procedures, and relationships to promote engagement and on-task behavior.</p> <p>View Resource</p>	 <p>Differentiation and Personalization</p> <p>Learn to address individual student learning needs and engage students in productive struggle across zones of development and interest.</p> <p>View Resource</p>	 <p>Curriculum Design and Lesson Planning</p> <p>How to develop units and lessons that build knowledge, foster engagement, and create meaning.</p> <p>View Resource</p>	 <p>Social-Emotional Learning</p> <p>Building nonacademic, interpersonal, and emotional-regulation skills and dispositions can help students thrive.</p> <p>View Resource</p>	 <p>Distance Learning</p> <p>Harness the power of technology to transform learning in new and exciting ways and create connections.</p> <p>View Resource</p>
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These curated topic packs, or PD Pathways, are designed to put professional learning in five key instructional areas at your fingertips. Organized around a Read, Watch, and Do learning architecture, these pathways—an exclusive feature of ASCD Activate—give educators the flexibility to engage with content in variety of modes and the power to move from knowledge acquisition to knowledge transfer. ASCD Activate allows learners to choose how they want to begin their learning by reading an article, watching a webinar, or taking a course in one of these five core areas.

When combined with the hundreds of videos, college-level courses, articles, and digital books, ASCD Activate supports and answers the question: “what should instruction look like in a virtual environment?”

REFERENCES

Over the past five years, ASCD has worked with over 1,100 school districts. Of these partnerships, three (Grand Rapids, Hendry and Cypress-Fairbanks ISD) have been terminated early due to change in district leadership and/or initiative focus.

Since the list is so large, we have selected a few more recent projects that are similar in scope to the qualifications in this RFP:

1. Houston ISD

4400 W 18TH St Houston, TX 77092
Tetyana Yeromenka
713.556.3112
tyeromen@houstonisd.org

2. Dallas ISD

3700 Ross Ave. Dallas, TX 75204
Alan King
972.925.3700
alanking@dallasisd.org

3. Arlington ISD

690 E Lamar Blvd Arlington, TX 76011
Connie Wallace
682.867.7474
cwallace@aisd.net

PROPOSED FEE STRUCTURE

ASCD includes a summary in this section of all pricing offered to Ferguson-Florissant school district through this RFP. Pricing includes all costs to ASCD for providing services. Once ASCD receives notice from the ASCD consultant or client that the contracted services have been provided, an invoice is generated based on the prices(s) on the contract and is sent to the contract person on the contract.

Proposed Budget and Resources

Products and Services	Quantity	Rate	Total Investment
August Kick-Off Includes: <ul style="list-style-type: none"> Remote live and pre-recorded webinar sessions Remote office hours 	20 Remote Hours with Multiple Faculty Members	\$6,500/10-hour bundle	\$13,000
Comprehensive Needs Assessment	20 Remote Hours with 2 Faculty Members	\$6,500/10-hour bundle	\$13,000
Customized Professional Learning Includes: <ul style="list-style-type: none"> Remote live and pre-recorded webinar sessions Remote office hours Lesson planning, PLCs, walkthroughs, and lesson observations 	100 Remote Hours with Multiple Faculty Members	\$6,500/10-hour bundle	\$65,000
ASCD Activate – Optional (sustainability tool to facilitate all learning including this support)	23 Schools	\$3,600/school	Optional
			Total Costs: \$91,000

**** Product Category Discounts** - Please contact your RPM for quantities 20+ for discounted rates.

FELONY CONVINCTION NOTIFICATION FORM

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3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name: Association for Supervision and Curriculum Development, dba ASCD

Vendor Address: 1703 North Beauregard Street Alexandria, Virginia 22311

Vendor E-mail Address: ascdrfpmanager@ascd.org

Vendor Telephone: (703) 575-5760

Fax Number: (703) 575-5422

Authorized Company Official's Name: Matt Monjan
(Printed)

Signature of Company Official:



Date: 7/20/2020

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By:



(signature)

Printed Name and Title: Matt Monjan, Managing Director

For and on behalf of: Association for Supervision and Curriculum Development (DBA ASCD)
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, Matt Monjan, being of legal age and having been duly sworn upon my oath, state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by ASCD (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District.

FURTHER AFFIANT SAYETH NOT.

By: [Signature] (individual signature)

For Association for Supervision and Curriculum Development (DBA ASCD) (company name)

Title: Managing Director

Subscribed and sworn to before me on this 20th day of July, 2020.

[Signature]
NOTARY PUBLIC

My commission expires:
3/31/21



Welcome to our Virtual Learning!



Please mute your audio during this presentation



Please turn off your video if not presenting

Be Open and Engaged.
Reflect and Take Action



Please provide your reflections and feedback at the end!



Chat on the ZOOM and Use the Thought Exchange with any input or questions!



Just an FYI....this session is being recorded



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK *Learning. Together.*



Advancing Equity. Together.



Dr. Joseph Davis
Superintendent



Colleen O'Brien-Kelly
Director of School Support



Marie Kodama
Senior Content Specialist, ELA &
Anti-Racism



Tony Plunkett
Managing Director, Org Culture,
Communications & Anti-Racism



Kevin Bennett
Chief of Staff



Brod Boxley
Managing Director, Equity and
Anti-Oppression



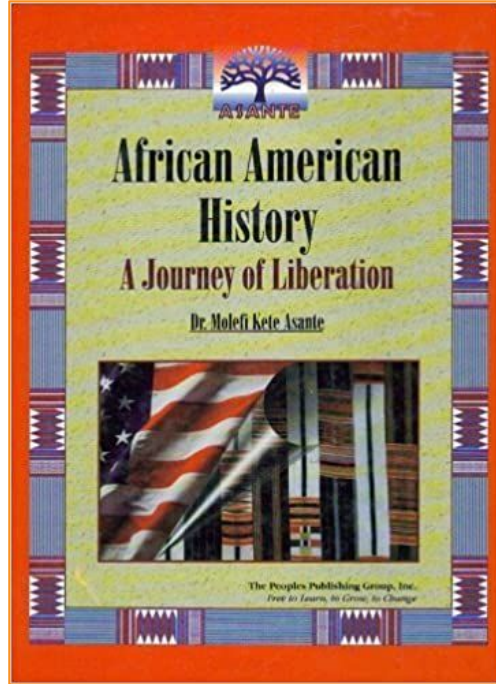
Dr. Karriem Salaam
Child & Adolescent Psychiatrist
Global Health Psychiatry



Tamoya Rose-Watson
VP, Anti-Racism and Culture



My Joy...



"...for in you the fatherless find compassion"



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United



Ferguson-Florissant ANet Partnership

- **Year One**
 - **District steering committee**
 - Student, Teacher, Leader **Anti-Racist Diagnostic Process**
 - **Focus Groups, Data Analysis, and Reflection Meeting**
 - Developing a Central **“Ferguson- Florissant Anti-Racism Change Team”**
 - Conducting a **desk top audit**, designing a short and long term anti-racist strategy
 - **Conducting workshops** on implicit bias and the connection between anti-racism, Anti-Racist Students and equitable instruction
 - **District-wide Anti-Racist resources** for asynchronous professional development



OUR MISSION

Achievement Network works **alongside** school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get **breakthrough results** for students in historically underserved communities.

OUR EDUCATIONAL EQUITY VISION

A guarantee that educators engage all students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.

OUR COMMITMENT TO ANTI-RACISM

Prioritizing and advocating for the eradication of racist and oppressive systems and structures throughout the educational landscape by building culture, practices, and leadership skills that guarantee equitable instruction for all students.

Our *why* to anti-racism toward educational equity

“Not everyone is uncomfortable talking about racism. There are so many brave people; brave organizations talking about the institutional racism that constructs systems of prisons and pensions and housing and health care – **but I’m here as a teacher because the most insidious racism of all is the one that denies education”.**

Lily Eskelsen García

Former President of the National Education Association



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United





Our anti-racism work is
grounded in **Compassion**

Compassion literally means “**to suffer together.**”

Often confused with empathy, compassion has the added element of having a **desire to alleviate or reduce the suffering of another.**

Within Anti-racism we seek to eliminate the suffering of those from marginalized groups by **dismantling the systems that create suffering.**



Is best achieved by listening to our students...

Equity Literacy Skills help us to live out compassion for students

- Ability to **Recognize** even the subtlest biases and inequities
- Ability to **Respond** to biases and inequities in the immediate term
- Ability to **Redress** biases and inequities in the long term
- Ability to **Create and Sustain** bias-free and equitable classrooms, schools, and institutional cultures

Adapted from Paul Gorski



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United



Ability to **recognize** even the subtlest biases and inequities

Listening to our students...



Equity
Literacy
Skills help us
to live out
compassion
for students

Ability to **recognize** even the subtlest biases and inequities

Listening to our students...



Equity
Literacy
Skills help us
to live out
compassion
for students

What do you hear Joshua Nguyen saying?
What does this make you feel?



FERGUSON-FLOISSANT
SCHOOL DISTRICT
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Colleen O'Brien-Kelly

Sharing about my own
journey and leaning into
vulnerability





“Colorblindness is very dangerous because it means we’re ignoring the problem.”

“It’s easy to say, “I don’t see color.” It’s harder to accept your responsibility to work for a more equitable and just society. “

- Mellody Hobson



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SCHOOL DISTRICT
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“If you have come here to help me you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together.”

- Lilla Watson

MY WHY



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

ANTI
RACIST

Ability to **recognize** even the subtlest biases and inequities
Listening to our students...



Equity Literacy
Skills help us to
live out
compassion for
students

Ability to **recognize** even the subtlest biases and inequities
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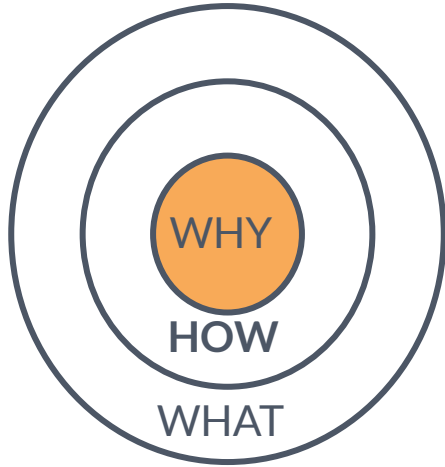


FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

What do you hear Mecca Verdell saying?
What does this make you feel?



Starting with our *why*



Sinek's "Golden Circle"

What, or who, inspires you to do the work you do everyday?

- Introduce yourself
- Say your personal why





BREAK TIME

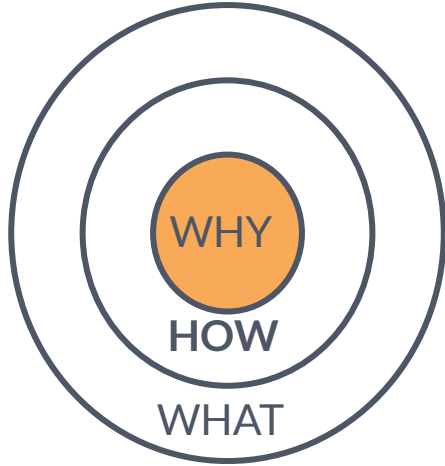
YouTube michaeljrcometry
gatewaypeople.com



FERGUSON-FLOISSANT
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Starting with our *why*



Sinek's "Golden Circle"

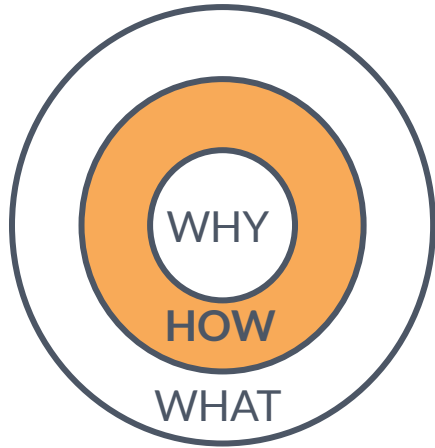
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What, or who, inspires you to do the work you do everyday?

- Introduce yourself
- Say your personal why



Principles of equitable instruction for ALL



1. A belief that ALL students come to us with **valuable knowledge and an innate ability to learn**; educators work actively to hold high expectations for all students and disrupt biases
2. A classroom that is **sustaining of students' culture** and cultivates a **growth mindset**
3. Instruction that reflects principles of **anti-oppression**
4. **Students shouldering the cognitive lift** in their learning and **sharing their thinking**
5. Targeted opportunities to **address unfinished learning/teaching to make grade-level instruction accessible for all students**
6. Targeted **analysis of data and student work** to adjust instruction and respond to student needs



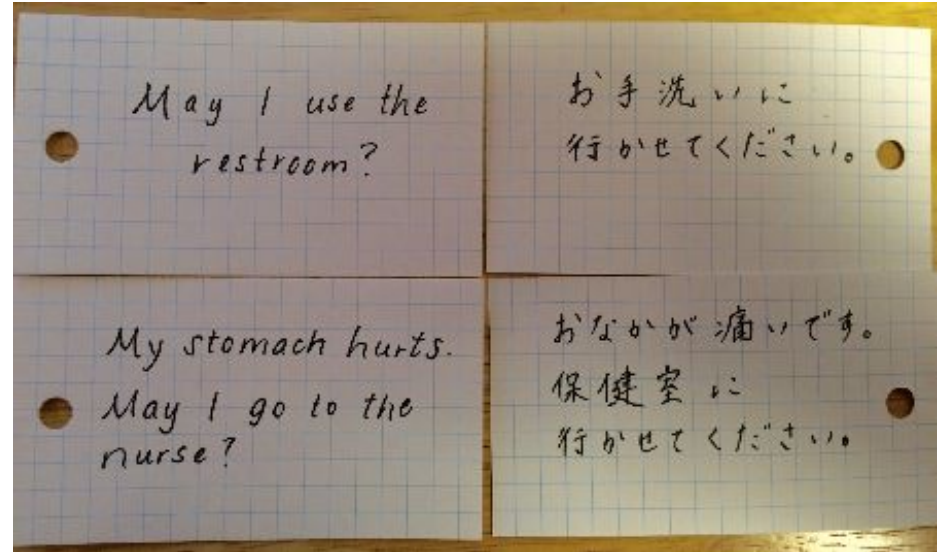
The Student Experience

Accelerate student
learning, engagement,
and sense of belonging

Marie Kodama



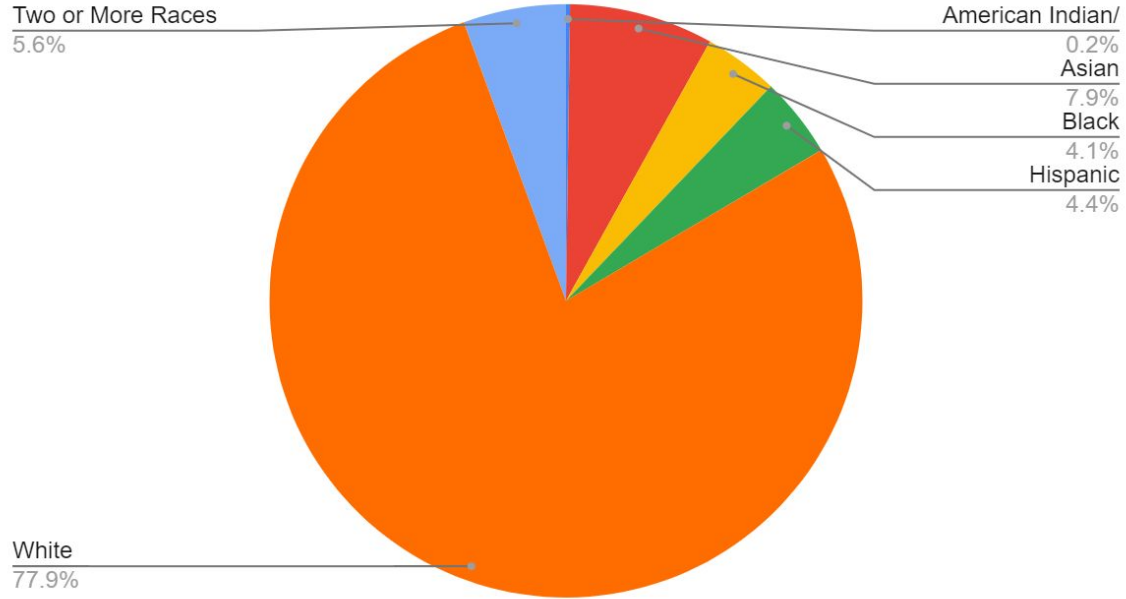
First racialized experience



Desire to assimilate in middle and high school



Student Demographics



Unlearning internalized racism and working toward solidarity between Asian-American and Black communities



Letters for Black Lives

An Open Letter Project on Anti-Blackness



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United



Continuing to deepen my commitment to anti-racism at ANet

Bias and sensitivity and Passage equity

- Developing bias and sensitivity criteria and launching a committee to incorporate their feedback into our assessment development process
- Analyzing the diversity of our passage bank and starting on a path to increase passage author and character diversity

Anti-racist development

- Designing the anti-racist diagnostic assessment to provide baseline data that will help us monitor progress in our partnership
- Shaping the focus groups with district leaders to measure their skill and will in engaging in anti-racism work



Research that grounds our work in anti-racism

- Minority teachers have **more positive expectations** for minority students' achievement than non-minority teachers (Gershenson, Holt, and Papageorge, 2016)
- Bias in schools has the cumulative effect of **diminishing Black students' (especially boys) enthusiasm and motivation** for school (Kunjufu, 1997)
- The cumulative impact of subtle manifestations of racism had **lasting and damaging impact** on the self-perceptions of students of color (Kohli and Solorzano, 2012)
- **Strong teacher-student relationships** were associated in both the short- and long-term with improvements on measures like higher student academic engagement, attendance, grades, and lower school dropout rates (Quin, 2016)



Ability to **recognize** even the subtlest biases and inequities

Listening to our students...



Equity
Literacy
Skills help us
to live out
compassion
for students

Ability to **recognize** even the subtlest biases and inequities

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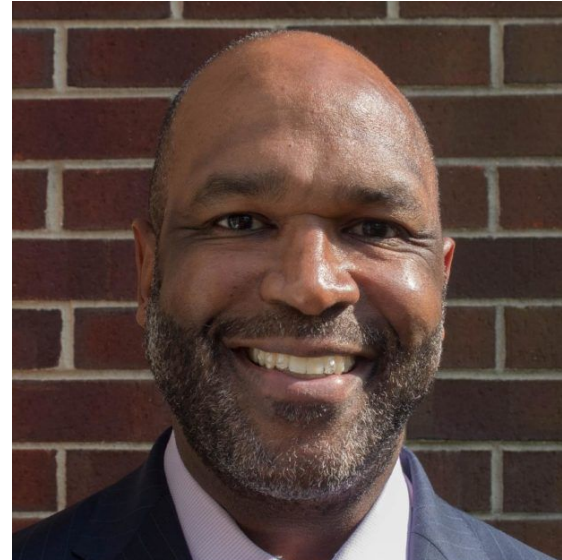


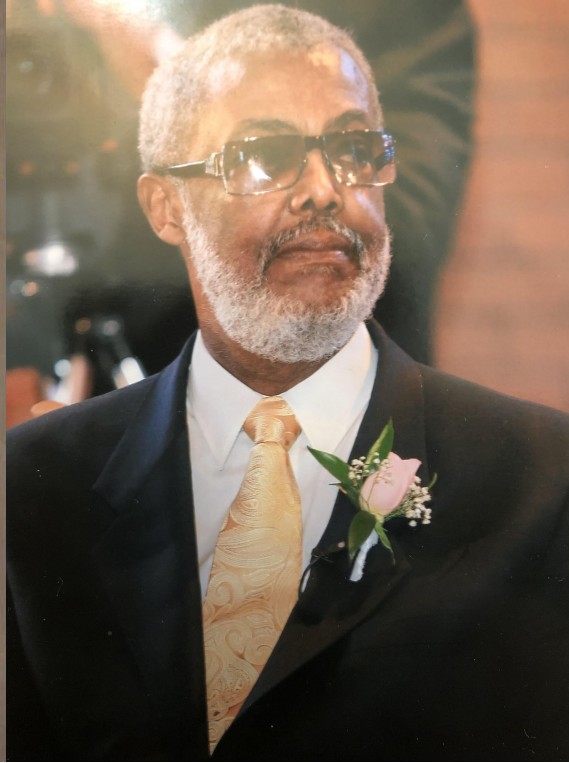
Equity
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The Impact of Trauma

Child & Adolescent
Psychiatrist,
Global Health Psychiatry

Dr. Karriem Salaam







Global Health Psychiatry, LLC

We are a group of African American Psychiatrists who came together to address the mental health needs of Black communities

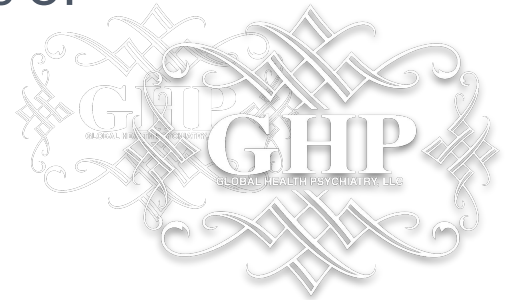


Global Health Psychiatry, LLC

Global Health Psychiatry, LLC

We are an organization that focuses on:

- Empowerment of communities through mental health and wellness
- Use of education and community action to address mental health needs of individuals and communities



Multi-level Trauma Awareness and Support in the Setting of Organizational Change, COVID-19, Racial Injustice and Subsequent Unrest

Karriem L. Salaam, MD, FAPA

Founding Member of Global Health Psychiatry, LLC

Board Certified Adult and Child & Adolescent Psychiatry

Objectives

- To guide educators in becoming familiar with Trauma, Post Traumatic Stress Disorder (PTSD) and Adverse Childhood Experiences (ACEs)
- To help educators recognize Race-Based Traumatic Stress (RBTS)
- To support educators in identifying Trauma secondary to Covid-19 and Racial Injustice
- To provide a perspective on specific racial events in the African American experience.
- To equip educators to be better observers of how Racial Trauma impacts students and how to advocate on their behalf.

Recognition of our shared humanity,
nourishes compassion required to heal
from trauma, our own and our
students.

Trauma

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), trauma results from

- “an event, series of events, or set of circumstances”
- “that is experienced by an individual as physically or emotionally harmful or life threatening and”
- “that has lasting adverse effects on the individual’s function and mental, physical, social, emotional, or spiritual well-being.”

Trauma Responses

Examples of common defenses to traumatic events

- Fight
- Flight
- Freeze
- Submit
- Attach

PTSD

Post Traumatic Stress Disorder

Mental health condition that can occur in children and adults

According to the American Psychiatric Association,

- PTSD occurs in 3.5 percent of U.S. adults
- Approximately 1 out of 11 people will be diagnosed PTSD in their lifetime
- Women are twice as likely as men to have PTSD

Adverse Childhood Experiences (ACEs)

- Potentially traumatic events that occur during childhood
- Source of toxic stress (extreme and repetitive) can change brain and body development and how they respond to stress

ACEs

- Abuse aka maltreatment (emotional, physical, sexual, neglect)
- Domestic violence (IPV, against mother)
- Substance use and mental health problems in the home
- Change in family constellation (separation/divorce, incarceration)

ACEs affect health outcomes

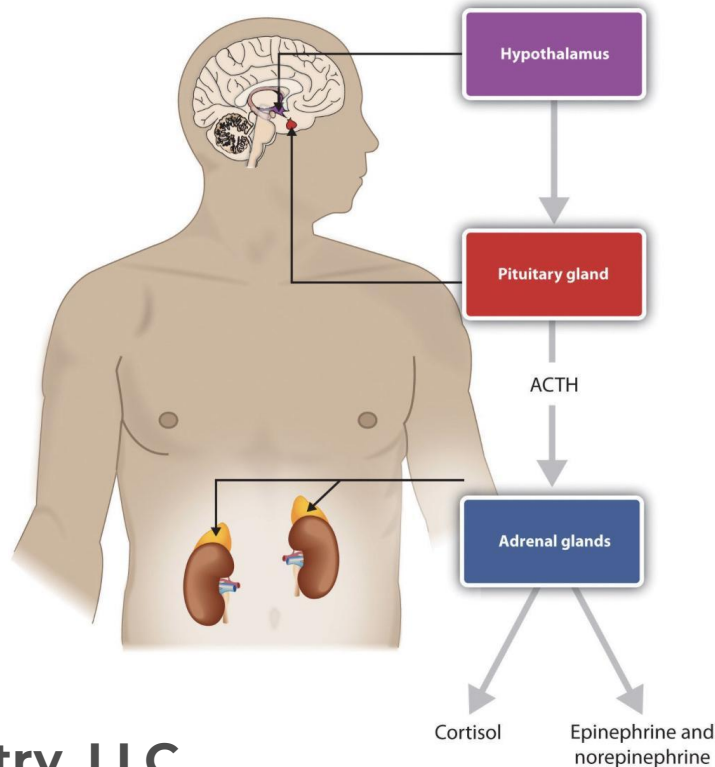
PHYSICAL HEALTH

- CV disease
- COPD
- Cancer
- Diabetes

MENTAL HEALTH

- Depression
- Anxiety
- Behavior Problems

The biology of stress (HPA AXIS)



ACES and toxic stress damage the body

- Dysregulation of the HPA axis by (chronic) toxic stress lead to “wear and tear” of multiple organ systems in the body

ACEs affect learning and behavior

Exposure to chronic stress could change the architecture of developing brains, negatively impacting important functions eg, regulating stress response, attention, memory, planning, learning new skills

ACEs affect learning and behavior

- Decision making (Prefrontal Cortex, PFC)
- Self regulation (PFC)
- Fear processing (Amygdala)
- Memory (Hippocampus)
- Stress management (Hippocampus)

ACEs affect education

- Students with three or more ACEs are 2.5 times more likely to fail a grade
- Students with three or more ACEs are significantly more likely to be unable to perform at grade level, be labeled as special education, be suspended, expelled or drop out

Racial Trauma or Race-Based Traumatic Stress (RBTS) Mental Health America 2020

- The mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism and hate crimes.
- Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of injury from RBTS
- In the U.S., Black, Latinx, and Native Americans are most vulnerable due to living under a system of white supremacy

Racial Trauma or Race-Based Traumatic Stress (RBTS) Mental Health America 2020

- Physical symptoms – headaches, chest pain, insomnia
- Psychological symptoms – depression, anger, hypervigilance, recurring thoughts of the event (nightmares, flashbacks)
- Mental injury results from prolonged exposure to this type of racial trauma
- Can come from: personal experience, vicarious experience (videos of police brutality), intergenerational transmission (holocaust, forced removal of Native Americans from tribal lands, enslavement of Africans in US) = shared collective trauma

Internalized Devaluation and the Assaulted Sense of Self

(Hardy 2013)


- “If white is elevated/celebrated then what is non-white?”
- “Because I am not white am I bad or unworthy?”
- Barely visible while you’re in it but toxic, like smog
- Unstoppable tide of harmful race-related messages
 - “not clever enough...you ain’t ever gonna be nothing...”
 - “why do you want to take those classes?...”
- Psychologically ambushed during adolescence

What can we do?

- Recognition of Humanity, Empathy and Compassion
- “You, Your Life, Your Education, and Your Future MATTERS!”
- Adults, advocate for and defend kids so they can defend themselves
- Educators as mentors, advocates and “essential witnesses”
- “If you don’t think you’re the greatest, you’d better pretend”
(Muhammad Ali)

ACEs DU JOUR: COVID-19 AND RACIAL JUSTICE

COVID-19:

- novel event
- disrupts routine – school, childcare, family, social life
- uncertainty breeds anxiety
-  child maltreatment and IPV
- Disparities laid bare (health and education)

ACEs DU JOUR: COVID-19 AND RACIAL JUSTICE

Racial Injustice

- “Climate Crisis”
- 8:46
- Breonna Taylor “Say Her Name!”
- Re-traumatization from media exposure
- Conversation with kids about racial injustice
- Special consideration for black children, and other children of color (Reassure, Educate, Act)
- What can be done?

Trauma

COVID-19 is a global emergency for both physical and mental health

- “an event, series of events, or set of circumstances”
 - ➔ COVID-19 pandemic, stay-at-home orders, economic depression, health in inequalities, increase in child abuse/IPV, increase in visibility of racism/racial violence
- “that is experienced by an individual as physically or emotionally harmful or life threatening and”
 - ➔ personal and/or media exposure to events
- “that has lasting adverse effects on the individual’s function and mental, physical, social, emotional, or spiritual well-being.”
 - ➔ clear adverse effects in the present but the future is still unknown

COVID-19

- Threats of illness
- Exposure to illness
- Threats of death
- Exposure to death
- Loss of a loved one
- Isolation
- Relationship conflicts
- Loss of a job
- Loss of a home
- Higher childcare demands

Racial inequities/violence

- Increase in trauma symptoms
- Increased need for MH treatment in the setting of visible racial inequality
- Decrease in trustworthiness of institutions (law enforcement, education, healthcare)

Impact of COVID-19 on Education

Before we get to learning, among our most vulnerable students and families COVID-19 has led to:

- Increased unemployment
- Increased food insecurity
- Increased homelessness
- Overall increased economic uncertainty
- Negative effects on student mental health (The Education Trust, April 2020)
- How does this affect student achievement?

Impact of COVID-19 on Education

- Students abruptly forced to learn in a different way than what they were accustomed to
- Educators abruptly forced to deliver content in a different way than what they were accustomed to
- Inequities in student access to materials needed for learning e.g., internet access, Wi-Fi, quiet space

Middleton K. V. (2020). *The Longer -Term Impact of COVID -19 on K-12 Student Learning and Assessment*. *Educational Measurement, Issues and Practice*, 10.1111/emip.12368.
<https://doi.org/10.1111/emip.12368>

Impact of COVID-19 on Education

- Educators worried about their safety and that of their families given the risk of transmission during in-person instruction
- Parents concerned with how to structure their kids time when they would typically be in school
- Parents/caregivers feeling out of their depth taking charge of their kids' education
- When and how do we get students back to school safely, how does that look?
- So much uncertainty, yields tremendous anxiety

Health Impact of COVID-19 in the U.S.

- Since the outbreak started, 1/3 of U.S. adults reported feeling stress, anxiety, and great sadness that was difficult for them to cope with alone, much higher than in other countries (Commonwealth Fund, August 2020)
- ~7.28M Coronavirus cases, ~208K deaths (Johns Hopkins University, 10/02/2020)

Special considerations during the era of COVID-19

Similar themes emerge during this “double pandemic”

- ➔ African Americans are at greater risk for hospitalization due to COVID-19
- ➔ African Americans are at greater risk for death due to COVID-19

Special Considerations During the Era of COVID-19

COVID-19 Hospitalization and Death by Race/Ethnicity

Updated Aug. 18, 2020

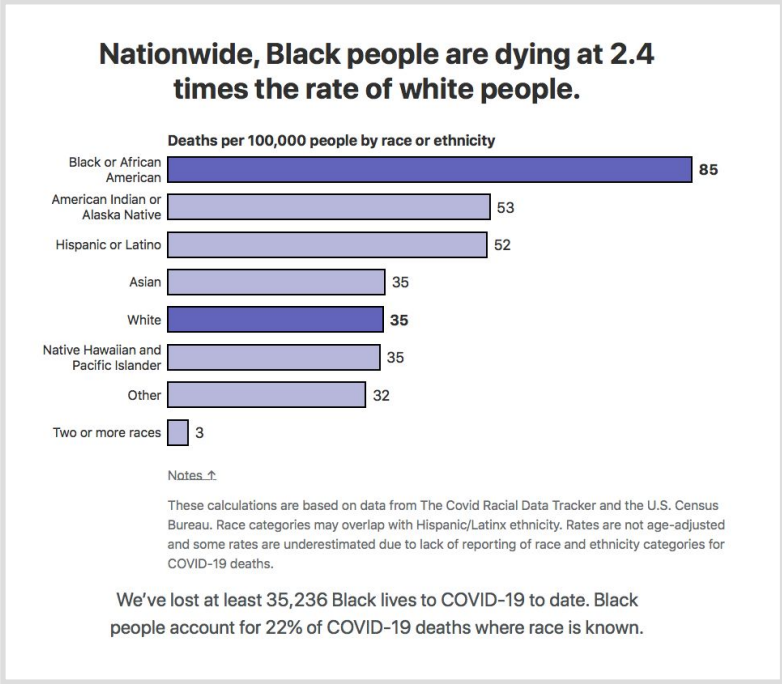
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Race and ethnicity are risk markers for other underlying conditions that impact health — including socioeconomic status, access to health care, and increased exposure to the virus due to occupation (e.g., frontline, essential, and critical infrastructure workers).

Rate ratios compared to White, Non-Hispanic Persons	American Indian or Alaska Native, Non-Hispanic persons	Asian, Non-Hispanic persons	Black or African American, Non-Hispanic persons	Hispanic or Latino persons
Cases¹	2.8x higher	1.1x higher	2.6x higher	2.8x higher
Hospitalization²	5.3x higher	1.3x higher	4.7x higher	4.6x higher
Death³	1.4x higher	No Increase	2.1x higher	1.1x higher

Special Considerations During the Era of COVID-19



COVID-19 & Racism

COVID-19 is a global emergency for both mental and physical health

- Global Pandemic
 - ➔ COVID-19 illness, hospitalization, and deaths
- Closures & Stay-At-Home Orders
 - ➔ unemployment, economic recession/depression, increase in home stress

*****Simultaneous Rise in the Visibility of Racism*****

- ➔ health in inequalities, increase in visibility of racism/racial violence

Special Considerations During the Era of COVID-19

People of color continue to experience greater risk for infection due to

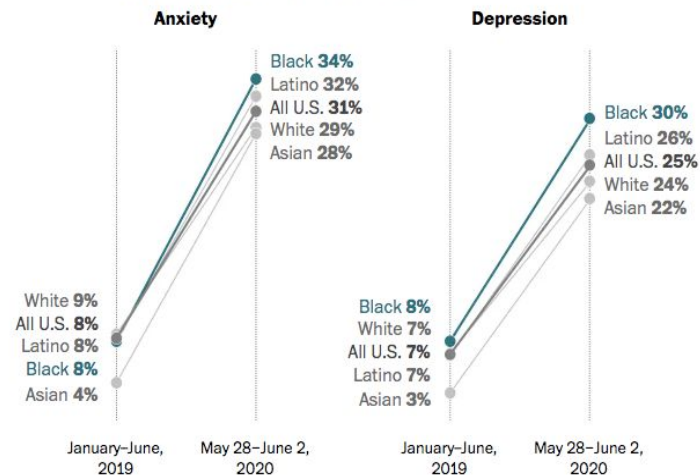
- higher rates of medical comorbidities
- higher rates of living in densely populated lower socioeconomic areas
- residential segregation, farther distance from grocery stores and medical facilities
- multigenerational living
- over-representation in jails and prisons
- lower health care access
- lower rates of testing
- lower access to paid sick leave
- lower likelihood of having jobs that allow working from home
- higher likelihood to be employed in the essential workforce: 25% of African American/Latinx are employed in service industry jobs (16% of Whites), Hispanics are 53% of the agricultural workforce, African Americans are 30% of vocational nurses

Special MH Considerations During the Era of COVID-19 & Racial injustice

The Washington Post 06/12/2020

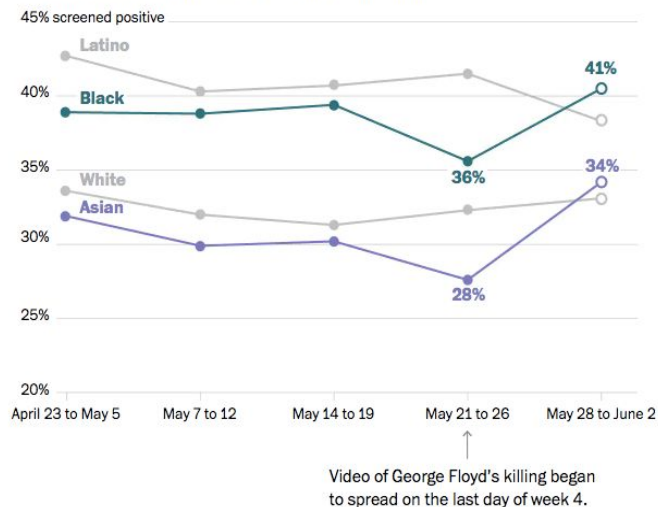
Anxiety and depression symptoms have more than tripled since 2019, with black Americans shouldering the heaviest burden

Percent screening positive for anxiety or depression



Anxiety and depression spike for black and Asian Americans after the police killing of George Floyd

Percent screening positive for anxiety and/or depression



Stress of COVID-19 & Racism

- Depression and anxiety increased across all populations after the start of the pandemic.
- Following the death of George Floyd, rates increased more for Blacks and Asian Americans while remaining the same for Whites and decreasing for Latinx populations.

The week before: African Americans 36%, Asian Americans 28%

The week after: African Americans 41% (1.4 million more people), Asian Americans 34% (800,000 more people)

Stress of COVID-19 & Racism

African Americans

- Increase in visibility of police brutality and historical context of lynchings

Asian Americans

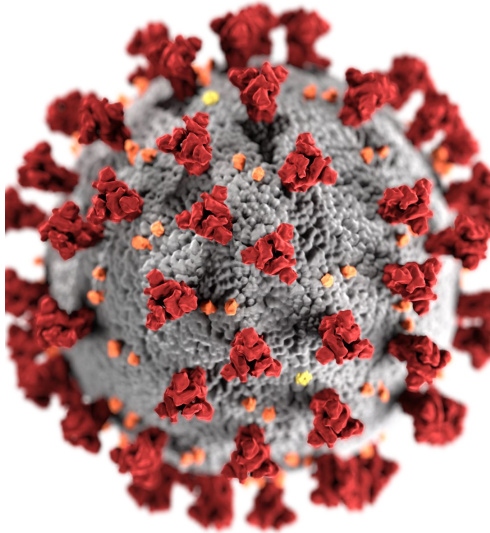
- Increase in visibility of racism, racial violence, and hate crimes then later vandalism and burglaries

Latinx

- Decrease in national focus on immigration and increase in focus on police brutality

Self-Care in the setting of COVID-19 related trauma

- Self care is crucial during COVID-19
- Be aware of triggers
- Be aware of negative thinking patterns and focus on resilience
- Stay socially-connected while physically-distancing
- Engage in relaxing and rewarding activities
- Utilize resources, especially digital
- Addressing other mental and physical health problems is even more important for overall wellness



THERE ARE SO MANY THINGS TO CONSIDER...

Maintaining work performance

Adjusting to new work conditions

Personal emotions and stress

Balancing family and work

More is just more

Civil unrest

Wearing masks vs. Not wearing masks

Racial Unrest and the Unique History of African-Americans Past to Present

- Ongoing disparities
 - Income
 - Employment
 - Housing
 - Healthcare (including mental health)
- Fighting old demons in current times



Special considerations for African Americans

Historical factors are related to a legacy of mistreatment of African Americans

- Displacement of millions of Africans over a 400 year period
- Trans-Atlantic Slave Trade
- Abolition
- Constitutional Amendments (13th-15th)
- Jim Crow Laws
- Civil Rights Movement

Special considerations for African Americans

Past events relate to contemporary events e.g. African Americans have only had rights as full citizens in the U.S. for approximately 50 years

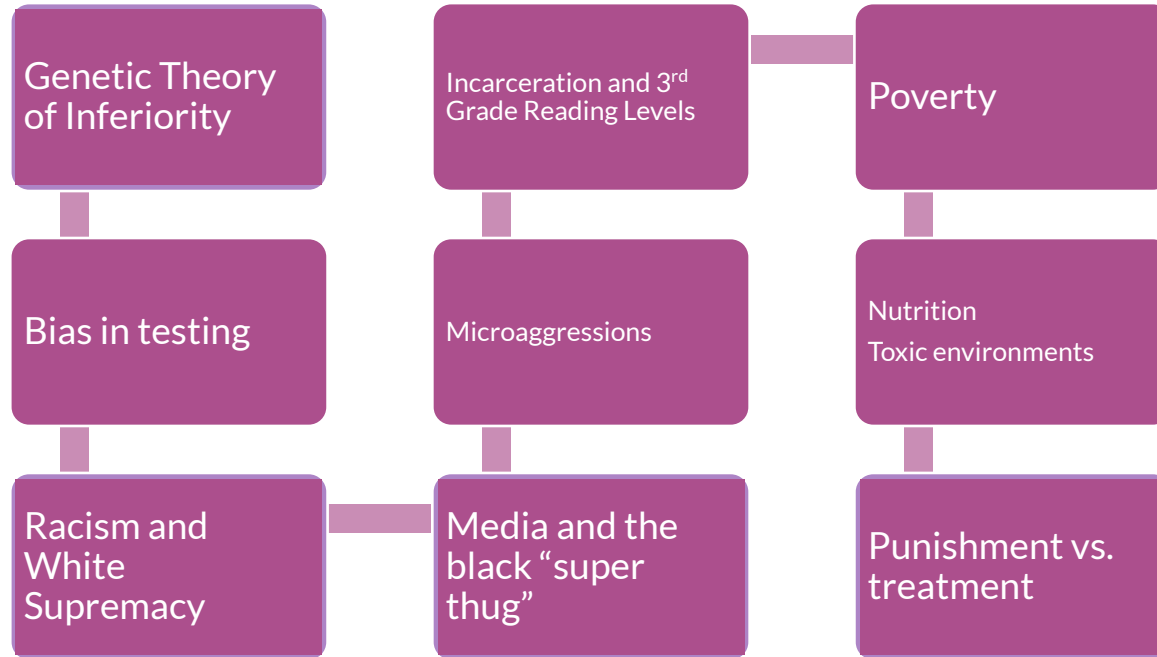
- 1970's Affirmative Action and Rise of Government Leaders
- 1980's Rise of Visibility of African Americans e.g. television, movies
- 1990's LA Riots, Million Man March
- 2000s Election of President Barack Obama

Special considerations for African Americans

TODAY: The U.S. along with the international global community continue to witness atrocious acts of racial injustice during a worldwide pandemic

- **2010's** Increased media exposure of police brutality/killings of African Americans led to large community protests
- **2020's** Racial health inequalities during the Era of COVID-19 ERA coincide with massive media exposure of police brutality/killings of African Americans leading to proliferation of community protests

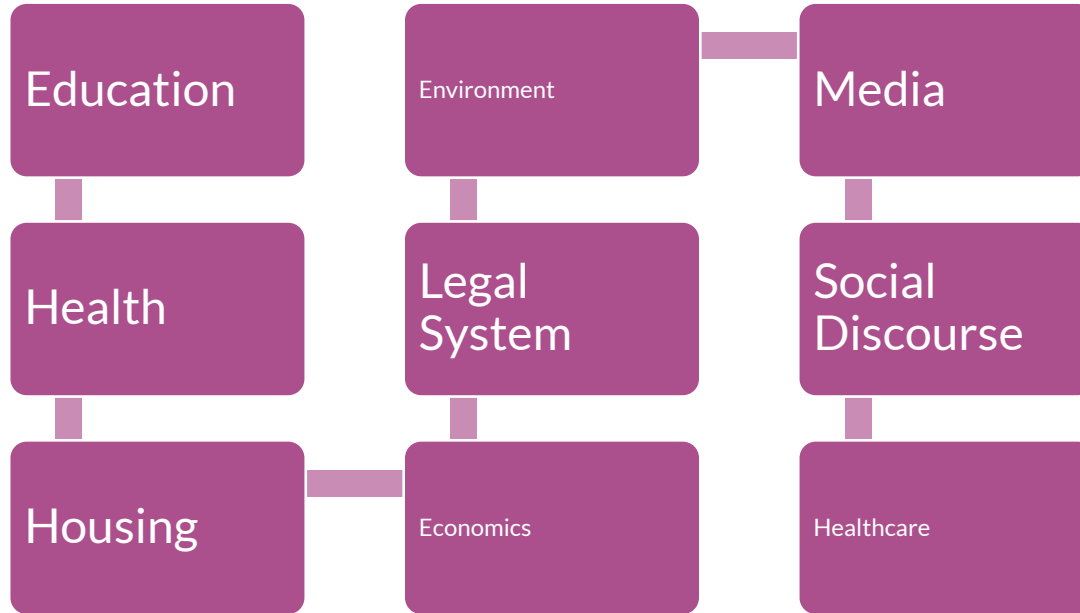
Systemic racism



Systemic racism in schools

- Punishment
 - Rates of alternative school placement
 - Disciplinary actions
- Academic Advancement
- Standardized Tests (SAT)

Systemic change that is needed



Orlando Lightfoot, MD

Trauma and stress interfere with student learning leading to:

- Poor Student Engagement
- Frustration and Hopelessness “sadness and the blues”
- More commonly anger and irritability
- Acting Out Behaviors
- Aggression

Addressing Inequity

- Requires compassion
- Acknowledgement of our shared humanity
- Acknowledgment of our “different” journeys (not better or worse)
- Once upon a time we were all kids
- Protect, defend, be an ally in vivo, in the service of learning

Using our empathy and compassion we should look for:

- Sudden loss of interest in school, learning or extracurricular activities
- Abrupt changes in mood, affect or relatability
- Changes in behavior w/o regard for consequences
- Changes in peer group
- Attendance problems
- Engaging in high-risk behaviors
- Loss of future orientation

❖ How is this done virtually?

Using Compassion

- Behavioral difficulties viewed through the lens of stress, trauma, and ACEs



Continuing to use our empathy we should:

- Establish rapport and build relationships with our students before problems arise
- Check in and reassure students when you notice a change
- Report any suspicion of child maltreatment
- Refer student to a guidance counselor should they need additional support, close the loop!
- Leave student with open invitation to talk, esp. if educator has a relationship with the student

Remain ever vigilant

- Beware of “compassion fatigue”, prioritize self-care
- Using and modeling compassion for our students
- Self awareness is key, our students are watching
- Students are impressionable, “mold the clay”
- Kids innate sense of justice, a tool for monitoring bias

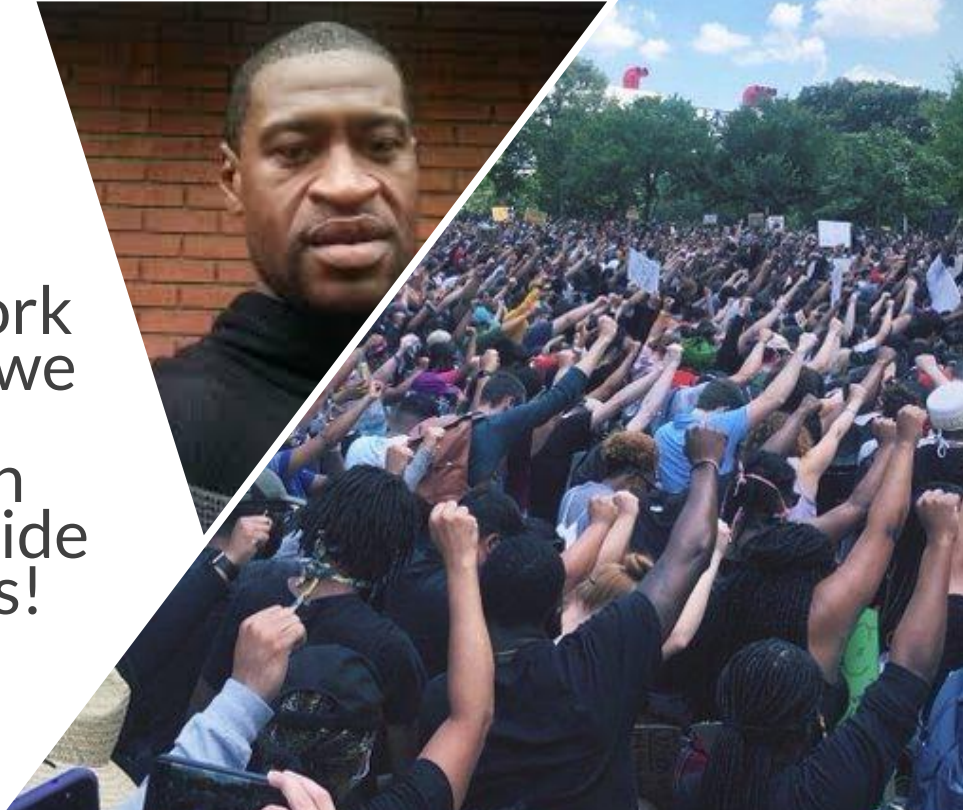
Education is Freedom

- In practical terms,  career and financial options
- In philosophical terms, more difficult to enslave
-  ability to analyze, critique for value-based decisions
- Transformative power, within a generation

Fundamental Ingredients

- Educators – enthusiastic, skilled, empathic, trauma informed
- Mentors & “Essential Witnesses” – CARING adults who provide necessary BELIEF, support and guidance; “there is a way”
- Educational Opportunity to maximize student potential, beyond the superior students, “some kids must be taught how to train properly”

If we all work
together...we
will be
stronger on
the other side
of all of this!





Taking a stand against racism!

Hope prevails

- Effects of ACEs are not irreversible
- Resilience conquers ACEs
- “Essential Witnesses” foster resilience

Here's what we can do

- Rethink discipline, use strategies that keep kids in school
- Professional development for teachers, to learn social emotional learning techniques
- Coordinate supports for youth, starting prenatally and continuing throughout the lifespan
- Increase parental engagement
- Build and support self-regulation skills
- Support trauma-informed classrooms where children can become more resilient and achieve their potential

**“persistence and resilience
only come from having the
chance to work through
difficult times.”**

Gever Tulley

“I don’t know where to begin...”

There are ways to own your journey.

Emotional Intelligence (Awareness and Control)

- Self awareness
- Self management
- Social awareness
- Relationship management
- Listen to learn
- Seek to understand

Emotional Resilience (Adaptability to Stress)

- Be honest about what you are feeling
- Develop a strong support system and let them help
- Be mindful of your wellness and self-care
- Embrace the changes with optimism
- Take advantage of available resources



YOU are responsible for bringing order to uncertainty, who better than YOU?



Problem solving is your mission and your superpower.



YOUR work impacts the lives of others everyday. YOU were built for this.

Why is
NOW the
time to
embrace
ONE
collective
goal?

“Do not judge me by my
success, judge me by how many
times I fell down and got back
up again.”

*Nelson
Mandela*

References

- Nadine Burke Harris, TEDMED 2014 “How childhood trauma affects health across a lifetime.”
- McCrory E, De Brito SA and Viding E (2011) The impact of childhood maltreatment: a review of neurobiological and genetic factors. Front Psychiatry 2:48. doi: 10.3389/fpsy.2011.00048
- Swaminathan N (2007) Lessons Learned-Or Overlearned: It Makes All the Difference in How the Brain Copes. Scientific American
- The Illinois ACEs Response Collaborative, Education Brief for Educators and Stakeholders
- Anda, Robert. Government of Indiana, (n.d.). Adverse Childhood Experiences: Connecting a Developmental Lens to the Health of Society.
- Balfanz, R, Byrnes V and Fox J (2012) “Sent Home and Put Off-Track: the Antecedents, Disproportionalities and Consequences of Being Suspended in the Ninth Grade.”
- <https://www.integration.samhsa.gov/clinical-practice/trauma>
- <https://janinafisher.com/flipchart-3>
- <https://www.psychiatry.org/patients-families/ptsd/what-is-ptsd>
- Preamble to the Constitution of WHO as adopted by the International Health Conference, New York, 19 June - 22 July 1946

Education resources

- Setting the Wheels in Motion-Becoming a Trauma-Informed and Trauma-Sensitive School
- Helping Traumatized Children Learn
- Parent to Parent Guide: Restorative Justice in Chicago Public Schools-Stopping the School-to-Prison Pipeline
- A Teacher's Guide to Rerouting the Pipeline

Closing



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United





Consulting Agreement

This Consulting Agreement (this “Agreement”) is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at One Beacon Street, Boston, Massachusetts 02108 (“ANet”) and the school or district partner listed below (“Partner”). Each of ANet and Partner may be referred to herein individually as a “Party” or collectively as the “Parties.” This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Scope of Work Page, and (3) the attached Standard Terms and Conditions.

Partner: Ferguson-Florissant School District
Address: 8855 Dunn Rd., Hazelwood, MO 63042
Phone: (314) 687-1910

Invoicing Contact: Joycelyn Pugh-Walker	Invoicing Email: jpughwalker@fergflor.or
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Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Partner hereunder.	
Program Dates: July 1, 2020 - June 30, 2021	
Fees and Payment Schedule:	
Program Fee:	\$ <u>68,950.00</u>
Total Fees:	\$ <u>68,950.00</u>
Total Payment:	\$ <u>68,950.00</u>
Payment Information:	
50% of Fees due by December 15, 2020	\$ <u>34,475.00</u>
Balance of Fees due by May 15, 2021	\$ <u>34,475.00</u>

Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees that an electronic signature of a duly authorized representative constitutes a valid signature for such Party.

DocuSigned by:
PARTNER
 By: Joe Davis
F61F7D60363C478...
 Print Name: Joseph Davis
 Title: Superintendent
 Date: 10/14/2020

DocuSigned by:
THE ACHIEVEMENT NETWORK, LTD.
 By: Tamoya Rose Watson
99937D3557BE496...
 Print Name: Tamoya Rose watson
 Title: Vp anti racism
 Date: 10/22/2020

Consulting Agreement

Scope of Work

Program Description: ANet will provide:

1. ONLINE PLATFORM

Access for every teacher and administrator to ANet's online platform myANet, containing

a. RESOURCES

- i. Planning – Resources, protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards, Standards and Objectives Guides aligned to rigorous learning Standards, and example lesson or instructional plans
- ii. Professional Learning materials - sessions, videos, and virtual learning modules that provide guidance on planning from texts and standards and teaching and learning cycle practices
- iii. Platform materials - screencasts and guides to using features found on myANet

2. PROFESSIONAL LEARNING

- a. ANet shall provide an asynchronous playlist of professional development digital resources to access at any time for an audience of school and district leaders. Resource objectives include, but are not limited to, the following:
 - i. Build knowledge and skill in service of anti-racist development and equitable instruction
- b. ANet shall provide up to seven (7) professional learning sessions, up to two (2) hours in duration, facilitated by up to three (3) ANet staff members for an audience of district leaders. Session objectives include, but are not limited to, the following:
 - i. Determine what has been accomplished thus far in becoming anti-racist
 - ii. Gather additional information through small group conversations
 - iii. Analyze and reflect on data to help inform anti-racism work
 - iv. Select and guide a “Change Team” that is diverse racially, culturally, and by position in the district
 - v. Build capacity in applying anti-racist standards towards District procedures and practices
- c. ANet shall provide up to five (5) professional learning sessions, up to two and a half (2.5) hours in duration, facilitated by five (5) ANet staff members for an audience of all district and school staff. Session objectives include, but are not limited to, the following:
 - i. Understand what it means to become an anti-racist organization
 - ii. Understand the personal commitment necessary to achieve success as an anti-racist organization
 - iii. Understand structure ANet will use to create and meet district goals
 - iv. Understand implicit bias and stereotype threat and the connection to student learning
 - v. Internalize and make meaning of Ferguson-Florissant’s anti-racism standards
 - vi. Understand how Ferguson-Florissant’s anti-racism standards will directly apply to change leadership for impacting school change
 - vii. Understand the connection between anti-racism and equitable instruction
 - viii. Understand the anti-racist standards and how they can best come to life within existing frameworks and systems in Ferguson-Florissant district and schools
- d. ANet shall conduct up to four (4) professional learning sessions, up to two (2) hours in duration, facilitated by two (2) ANet staff members, for an audience of the Central Change Team. Session objectives include, but are not limited to, the following:
 - i. Assist in long-term development and sustainability of school change through anti-racism
 - ii. Develop Ferguson-Florissant’s anti-racist standards
 - iii. Review, modify, and adopt anti-racism standards specifically designed for the Ferguson-Florissant School District
 - iv. Develop a plan for implementing the anti-racist standards across the district
 - v. Develop outputs to operationalize the anti-racist standards
 - vi. Develop action steps for implementing the anti-racist standards

3. PARTNER RESPONSIBILITIES

- a. Partner will work with its information technology team to ensure that emails from 'achievementnetwork.org' are not blocked or filtered as spam.
- b. Partner will provide to ANet within six (6) weeks of the beginning of the applicable school year teacher information for all ANet-involved teachers, including (1) name, (2) grade and subject taught, and (3) email address, updated as necessary to reflect changes in the staffing structure.
- c. Partner will provide to ANet by the end of the applicable calendar year school-level targets for state assessments.

Note: Due to the current pandemic, ANet is able and prepared to provide its services virtually. ANet will take into account CDC guidance, state and local regulations and guidance, the Partner's health and safety COVID-19 response plan, and its and the Partner's internal policies. If the parties agree that on-site work is necessary, ANet staff will be provided with the requisite Personal Protective Equipment prior to commencing on-site work and will be instructed to follow all applicable Partner health and safety procedures. ANet reserves the right to discontinue on-site work at any time and perform such services to Partner virtually if ANet determines in good faith that cessation of on-site visits is necessary to protect the health and safety of its personnel.

Standard Terms and Conditions

THE SERVICES

1.1 Services: ANet agrees to implement the Services for Partner during the Term. Partner agrees to commit the resources and personnel necessary to fully participate with the implementation of the Services.

1.2 Use Rights:

(a) Any works, materials, ideas or inventions that ANet may create, conceive, develop, invent or reduce to practice exclusively for Partner while developing the deliverables for Partner shall be considered "Work Product". ANet agrees that all Work Product is "work made for hire" created for Partner and shall be the exclusive property of Partner. To the extent that the Work Product is not a "work made for hire," ANet hereby agrees to assign, and does assign, its entire world-wide right, title and interest in, to and under the Work Product to Partner, including all patent rights, copyrights, trademarks or other intellectual property or proprietary rights.

(b) To the extent that ANet incorporates any ANet Materials into any of the Work Product, ANet hereby grants to Partner a perpetual, royalty-free, non-exclusive, non-transferable license to use such ANet Materials solely as necessary for and in conjunction with ANet's use of the Work Product (and not separate therefrom). "ANet Materials" means all information, methodologies, data, ideas, concepts, know-how, skills, techniques, and documentation that ANet possesses prior to the commencement of the Services or which it develops independent of any activities governed by this Agreement, and any derivatives, modifications or enhancements made to any such property while performing the Services.

1.3 Ownership; Reservation of Rights. Subject only to the rights expressly granted to Partner under this Agreement, as between ANet and Partner, all rights, title and interest in and to the ANet Materials, and any other ANet materials furnished or made available hereunder to Partner, and all modifications and enhancements thereof, including all copyright rights, patent rights and other intellectual property rights in each of the foregoing, will remain with and belong exclusively to ANet or ANet's licensors and providers, as applicable.

2. PARTNER MATERIALS

2.1 Partner Materials. "Partner Materials" means any and all information or materials provided to ANet by Partner in connection with the provision of Services to Partner including all data and results obtained in connection with the social and emotional learning diagnostic surveys (the "SEL Surveys") to be deployed as part of the Services. Partner agrees to provide ANet with all Partner Materials necessary or desirable for ANet to provide the Services requested or otherwise agreed by the Parties. Partner acknowledges that timely provision of such Partner Materials is essential to the success of the Services. Partner represents to ANet that it has all necessary rights to provide such Partner Materials to ANet.

2.2 License to Partner Materials. Subject to the terms and conditions of this Agreement, Partner hereby grants to ANet a worldwide, non-exclusive, irrevocable, assignable, royalty-free, perpetual license to use, reproduce, distribute, display and create derivative works of Partner Materials solely in connection with the provision of the Services.

3. FEES; PAYMENT TERMS

All payments for fees as set forth on the Cover Sheet shall be made by Partner or, if applicable and as set forth on the Cover Sheet, by a sponsoring entity on behalf of Partner, to ANet in accordance with the payment schedule set forth on the Cover Sheet. Payments are non-refundable and cannot be pro-rated. ANet reserves the right to terminate Services if any payment is more than thirty (30) days past due.

4. TERM, TERMINATION

Unless earlier terminated as described below, the term of the Agreement shall commence on the Effective Date and continue for the period set forth on the Cover Sheet (the "Term"). Each Party may terminate this Agreement upon written notice in the event the other Party commits any material breach of this Agreement and fails to cure such breach within thirty (30) days after written notice of such breach. Upon the expiration or termination of this Agreement, Partner will (a) cease using all ANet Resources, and (b) promptly return to ANet or, at ANet's option, destroy, all copies of any ANet Resources and Confidential Information in Partner's possession or control.

5. CONFIDENTIALITY

5.1 Definition: “Confidential Information” means any and all information or data, regardless of whether it is in tangible form, disclosed orally or in writing, by either Party (the “Disclosing Party”) to the other Party (the “Receiving Party”), (a) that the Disclosing Party has identified as confidential or proprietary (either orally or in writing), and (b) such information which is reasonably understood by a reasonable person to be confidential or proprietary information of the Disclosing Party; provided, however, that in any event ANet’s Confidential Information shall include (i) all information relating to the Services, including without limitation the Resources, and (ii) the terms of this Agreement, including without limitation pricing information, and Partner’s Confidential Information shall include data obtained in connection with the SEL Surveys.

5.2 Exclusions: Information and data will not be deemed “Confidential Information” if such information: (i) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (ii) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (iv) is independently developed by the Receiving Party without use of or reference to the Disclosing Party’s Confidential Information.

5.3 Obligations: The Parties will use reasonable measures to protect the secrecy of, avoid disclosure and unauthorized use or reproduction of the other Party’s Confidential Information. Without restricting or otherwise limiting the exercise by a Party of the rights and licenses expressly granted to it under this Agreement, Confidential Information may be disclosed to only (1) such employees and consultants of the Parties as may have a need to know such information in connection with the exercise of its rights and performance of its obligations under this Agreement, and (2) legal or financial advisors of the Parties, provided that such employees and consultants are bound by written agreements, and advisors are bound by ethical duties, in each case respecting such Confidential Information in accordance with the terms of this Section 5.

6. REPRESENTATIONS AND WARRANTIES

6.1 ANet represents and warrants to Partner that ANet shall provide the Services in a professional and workmanlike

manner. Each Party represents and warrants to the other Party that such Party has the required rights, power and authority to enter into this Agreement and to grant all rights, authority and licenses granted hereunder.

6.2 EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE SERVICES ARE PROVIDED “AS IS” WITHOUT ANY WARRANTY OF ANY KIND AND ANET DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING, BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NON-INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. PARTNER ACKNOWLEDGES THAT ANET DOES NOT WARRANT THAT THE SERVICES WILL MEET PARTNER’S REQUIREMENTS.

7. LIMITATION OF LIABILITY

UNDER NO CIRCUMSTANCES AND UNDER NO LEGAL THEORY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, SHALL ANET BE LIABLE TO PARTNER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES OF ANY CHARACTER, INCLUDING, WITHOUT LIMITATION, DAMAGES FOR LOSS OF GOODWILL, LOST PROFITS, LOST SALES OR BUSINESS, WORK STOPPAGE, COMPUTER FAILURE OR MALFUNCTION, LOST DATA, OR FOR ANY AND ALL OTHER DAMAGES OR LOSSES, EVEN IF ANET HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. ANET SHALL NOT BE LIABLE FOR ANY DAMAGES, COSTS, OR LIABILITIES IN EXCESS OF THE FEES PAID OR PROPERLY PAYABLE BY PARTNER UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTHS PRECEDING THE TIME OF ANY CLAIM.

8. NON-SOLICITATION

During the Term and for one year thereafter, each Party agrees not to solicit, entice or persuade any employee or consultant of the other Party to leave the services of such other Party, provided that the foregoing shall not prevent any Party from employing or engaging such an employee who is responding to a general recruiting solicitation. Without limiting the foregoing, in the event that either Party plans on engaging or employing any person that such Party knows is or was an employee or consultant of the other Party during the Term, such Party must provide prior written notice to the other Party.

9. PUBLICITY

9.1 ANet shall be entitled to (a) identify Partner as a customer of ANet, (b) use Partner’s name in any marketing, promotional or sales literature, or in any other form of publicity, and (c) publicize, by news release or other public

announcements, the existence of an arrangement between the Parties.

9.2 Partner hereby grants permission to take photographic, audio and video recordings of Partner employees, contractors and consultants during sessions with Partner and Partner and Network events. ANet will use such photographic, audio and video recordings only for the purposes of education, professional learning, advertising, promotion, marketing, and/or public relations. Partner waives any right to royalties or other compensation arising or related to the use of such images and recordings. Partner represents that it has all necessary rights to grant such permission to ANet including having acquired all related and necessary consents from its employees, contractors and consultants.

10. DISPUTES

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, shall be settled as follows: Partners of the senior management of both Parties shall meet to attempt to resolve such disputes. If a dispute cannot be resolved within ten (10) business days, either party may make a written demand for mediation. Within thirty (30) days after such written notification, the parties shall meet for one (1) day with an impartial mediator. The costs and expenses of the mediator shall be shared equally by the parties. If the dispute is not resolved by mediation, the dispute shall be settled by binding arbitration conducted in accordance with the JAMS procedures pursuant to its Streamlined Arbitration Rules and Procedure, by a single arbitrator, in Boston, Massachusetts. The arbitrator shall be selected as provided in the Streamlined Arbitration Rules and Procedure. The arbitrator may not award non-monetary or equitable relief of any sort. The arbitrator shall have no power to award damages inconsistent with this Agreement. No discovery shall be permitted in connection with the arbitration unless it is expressly authorized by the arbitrator upon a showing of substantial need by the Party seeking discovery. All aspects of the arbitration shall be treated as confidential. Neither the parties nor the arbitrator may disclose the existence, content or results of the arbitration, except as necessary to comply with legal or regulatory requirements. Before making any such disclosure, a Party shall give written notice to all other parties and shall afford such parties a reasonable opportunity to protect their interests. The result of the arbitration shall bind the Parties, and judgment on the arbitrator's award may be entered in any court having jurisdiction. Each Party shall bear its own costs of the arbitration. The fees and expenses of the arbitrator shall be shared equally by the Parties.

11. GENERAL

11.1 Relationship. Nothing in this Agreement shall be construed to place the Parties in an agency, employment, franchise, joint venture, or partnership relationship. Neither Party will have the authority to obligate or bind the other in any manner.

11.2 Governing Law, Jurisdiction. All disputes, claims or controversies arising out of this Agreement, or the negotiation, validity or performance of this Agreement, or the transactions contemplated hereby shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without regard to its rules of conflict of laws. Subject to and without limiting Section 10 of this Agreement, each of the Parties hereto hereby irrevocably and unconditionally consents to submit to the sole and exclusive

jurisdiction of the courts of the Commonwealth of Massachusetts and of the United States of America located in the Commonwealth of Massachusetts for any litigation among the Parties hereto arising out of or relating to this Agreement pursuant to Section 11.9.

11.3 No Assignment. Neither Party may assign this Agreement, in whole or in part, or, in the case of Partner, sublicense any of the rights granted herein, in each case without the prior written consent of the other Party, provided, however, that either Party (the “Assigning Party”) may assign this Agreement without the written consent of other Party to an entity succeeding to all or substantially all the assets and business of the Assigning Party by merger or purchase, provided that such entity expressly assumes all of the terms and conditions of this Agreement. Any attempted assignment, delegation or transfer by an Assigning Party in violation hereof shall be null and void. Subject to the foregoing, this Agreement shall be binding on the Parties and their successors and assigns. For clarity, ANet may subcontract any of its obligations hereunder to a third party.

11.4 Severability. In the event that any provision of this Agreement is found to be unenforceable, such provision will be reformed only to the extent necessary to make it enforceable, and such provision as so reformed (and all other provisions) will continue in effect, to the extent consistent with the intent of the Parties as of the Effective Date.

11.5 Force Majeure. ANet shall not be deemed in breach hereunder for any cessation, interruption or delay in the performance of its obligations due to causes beyond its reasonable control, including, without limitation, earthquake, flood, or other natural disaster, act of God, labor controversy, civil disturbance, terrorism, war (whether or not officially declared) or the inability to obtain sufficient supplies, transportation, or other essential commodity or service required in the conduct of its business, or any change in or the adoption of any law, regulation, judgment or decree.

11.6 Amendment; Waiver. This Agreement may not be amended or modified, in whole or part, except by a writing signed by duly authorized representative of both Parties. No provision or part of this Agreement or remedy hereunder may be waived except by a writing signed by a duly authorized representative of the Party making the waiver. Failure or delay by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision.

11.7 Notices. All notices under or related to this Agreement will be in writing and will reference this

Agreement. Notices will be deemed given when: (i) delivered personally; (ii) sent by confirmed telecopy or other electronic means; (iii) three (3) days after having been sent by registered or certified mail, return receipt requested, postage prepaid; or (iv) one (1) day after deposit with a commercial overnight carrier, with written verification of receipt. All communications will be sent to the addresses set forth on the Cover Sheet or such other addresses designated pursuant to this Section 11.7.

11.8 Entire Agreement. This Agreement constitutes the entire agreement between the Parties. It supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter, and prevails over any conflicting terms or conditions contained on printed forms submitted with purchase orders, sales acknowledgments or quotations.

11.9 Remedies. Each Party retains all rights not expressly granted hereunder and any and all remedies herein expressly conferred upon a Party will be deemed cumulative with and not exclusive of any other remedy conferred hereby, or by law or equity upon such Party, and the exercise by a Party of any one remedy will not preclude the exercise of any other remedy available under this Agreement or otherwise. Because a breach of any obligations set forth in Sections 5 (Confidentiality), 1.3 (Ownership) and 8 (Non-Solicitation) will irreparably harm a party and substantially diminish the value of a Party’s proprietary rights or its Confidential Information, the Parties agree that if either Party believes in good faith that the other Party has or intends to breach any of its obligations thereunder, the other Party shall, without limiting its other rights or remedies, be entitled to seek equitable relief (including, but not limited to, injunctive relief) to enforce its rights hereunder, including without limitation protection of its proprietary rights. The Parties agree that a Party need not invoke the procedures set forth in Section 10 in order to seek injunctive or declaratory relief.





Welcome!



Grounding in our purpose



Achievement Network



© Kindra Clineff courtesy of Boston Collegiate Charter School

Ferg-Flor School District Anti-racist
organizational standards Roll-out



ACHIEVEMENT NETWORK **Learning. Together.**



Anti-Racist

INNOVATION

*Systemic. Policy
change. Increasing
liberation, love & joy.*

Your Team for Today!



Teimososa Martin

Director,
Partnership Development



Tamoya Rose-Watson

Vice President,
Equity &
Anti-Oppression



**Our Anti-Racist Innovation
Team Grounds Our Work in
*Compassion***

- Embody tangible expressions of love with those who are suffering
- Put forth selfless effort to support the hardships and pains of ourselves and others

Norms

Be present

**Learn from each other,
teach each other**

**Seek to hear
everyone's voice**

Suspend disbelief

**Anchor in the
bright spots**

**Respect opposing views
and opinions**

Participate actively

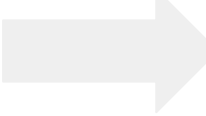
Be brave and honest

Objectives

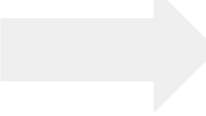
Ground in
voice of Dr.
Davis and
the board



Ground in the
voice of
students and
the student
empowerment
standards



Ground in
the voice of
teachers
and leaders



Ground in
the voice
the parents



© Jared Enos / mediadrumworld.com

Opening Reflection

"Don't follow the path. Go where there is no path and begin the trail. When you start a new trail equipped with courage, strength and conviction, the only thing that can stop you is you!"



Image Source: [USA Today](#)

If you feel called to, use the Attendee Chat to chat out your key motivation toward racial equity and racial healing.

What is Anti-Racism?

The active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices and attitudes.

Actively working to understand, explain, and solve racial inequity and injustice.

This is all in service of:

Compassion

Liberation

Joy





Principles of Anti-Oppression

Organizations and individuals must strive to address (undo) structural oppression and in doing so, must be accountable to people from marginalized populations.



Ferguson-Florissant School District
ANTI-RACIST STANDARDS



What will AR Standards help us to do?

- Bring awareness to our biases
- Identify structural racism
- measure success
- Live out our core values:
- Increase dialogue
- Increase joy

Chat Reflection Moment

What motivates you to engage in anti-racist change efforts?

What is
Anti-Racism?

Our
Commitment

Principles of
Anti-Oppression



Reflection Moment Prep

Together, we reviewed three of five foundational understandings towards anti-racism.

- As you listen to the board session, Dr. Davis, Dr. Sheila Powell-Walker, and the board take notes on key ideas that resonate with you in their message. We're going to share that in the chat.

What is
Anti-Racism?

Our
Commitment

Principles of
Anti-Oppression

Canva

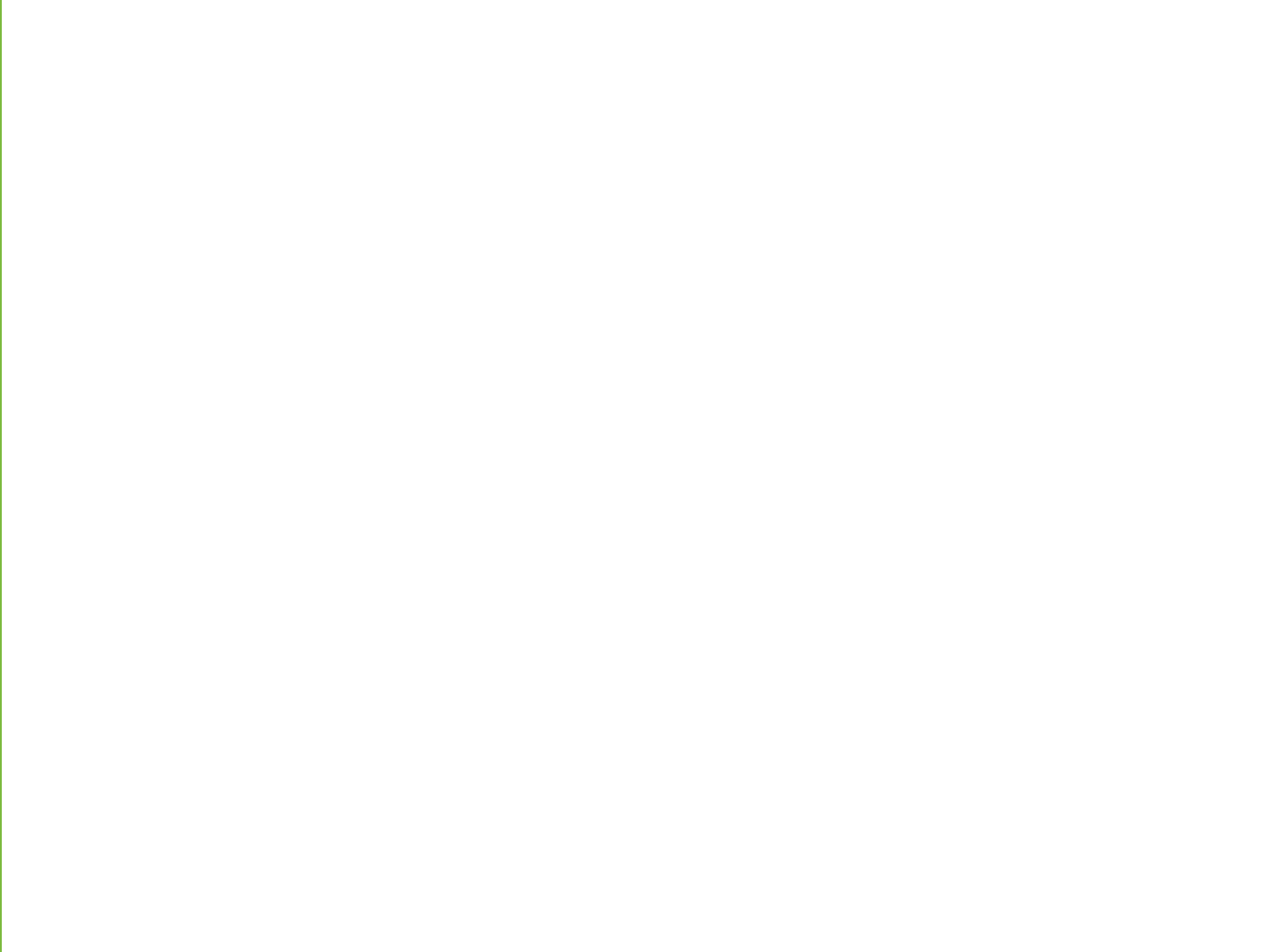
Ferguson-Florissant Board address AR Standards



Reflections from the Superintendent: Dr. Joe Davis



Reflections from our Board: Dr. Sheila Powell-Walker

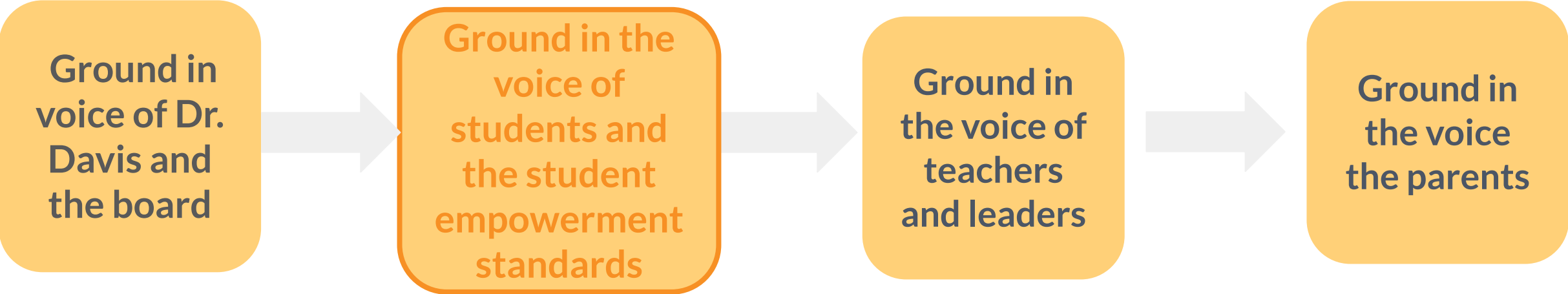




Small Group Reflection:

What did you hear from the board Dr. Sheila Powell-Walker, and Dr. Davis that resonated with you?

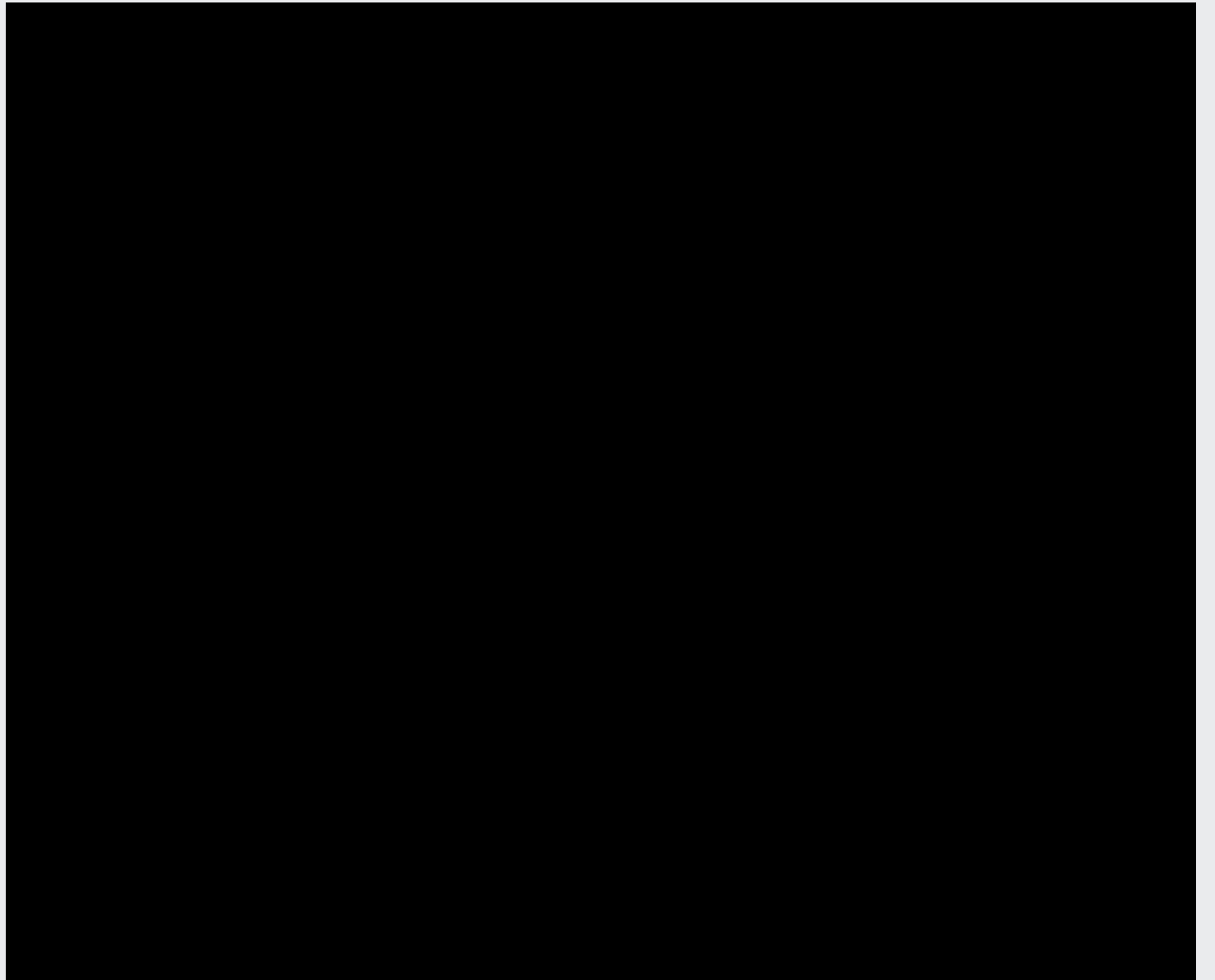
Objectives



Engage & Elevate Student Voice

Ferguson Student Voice

*Change Team Member and Student,
Ferguson-Florissant School District*



Culture

Most students feel teachers support students of all different identities, especially LatinX students.



Culture

Students who identify as White and Other most feel that teachers go out their way to ensure that they feel welcome and included. **Conversely, Indigenous (American Indian), Asian, and students who prefer not to share their racial identity disagree most strongly with this statement.**

Engagement

Students articulate feeling unable to share their race, ethnicity, and culture in class . Students who identify as Indigenous and Asian American feel most unable to share their race, ethnicity, and culture.

Learning

*Students who identify as White most strongly identify with seeing aspects of their identities and communities reflected in class learning. **Students of color, especially Asian American students, believe that teachers do not include aspects of their identities and communities they live into classes.***

Sense of Belonging

A large number of students across races do not feel like they belong.
American Indian and Asian students feel the least connected to adults at their school.

Race Related Topics

A large percentage of students of color believe that adults do not talk about racial incidents between students and teachers.

Race Related Topics

Two-Thirds of White and Asian students show confidence that students at their school can have honest conversations about race. Students who prefer not to share their race show the least confidence.



Review Ferg-Flor's Student empowerment standards

1. Student and Family Empowerment and Rights

1.1 Expect Empowerment: Families and students are empowered to expect a supportive learning environment and a high-quality instructional experience that provide access to grade-level instruction and beyond.

1.2 Families/Student Partnership With School: Families and students are engaged in opportunities to cultivate a partnership with school staff in the creation of an inclusive and collaborative space for students' growth and well-being.

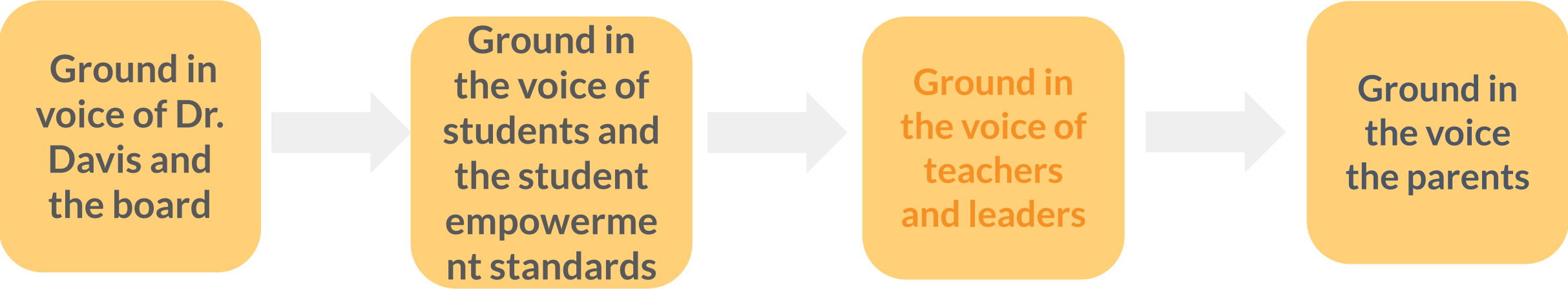
1.3 Awareness and Application of SEL: Families, students, and school staff recognize the physical and physiological effects of trauma, and continuously collaborate to support students' social-emotional learning and healthy development both at *home and at school*, and have ongoing opportunities to strengthen their knowledge and skills to do so effectively.

1.4 Advocacy: Families are empowered to be advocates for their own and all children, and students are empowered to be advocates for themselves and others in a vulnerable space to ensure that all are treated fairly and have access to learning opportunities that will support their success.

1.5 Community Connections: Families, students and school staff collaborate with community members to connect students, families, and staff to expand equitable learning opportunities, community services, civic participation, and cultural interconnections.

Small group discussion: What connection are you making between what you heard students addressing, the data and the standards?

Objectives





What are your hopes and dreams for your child and all children who attend Ferg-flor?

How might systemic racism get in the way of your dreams?

What would you want Ferg-Flor adults to know, understand or feel?





What are your hopes and dreams for children who attend Ferg-flor?

How might systemic racism get the way of your dreams?

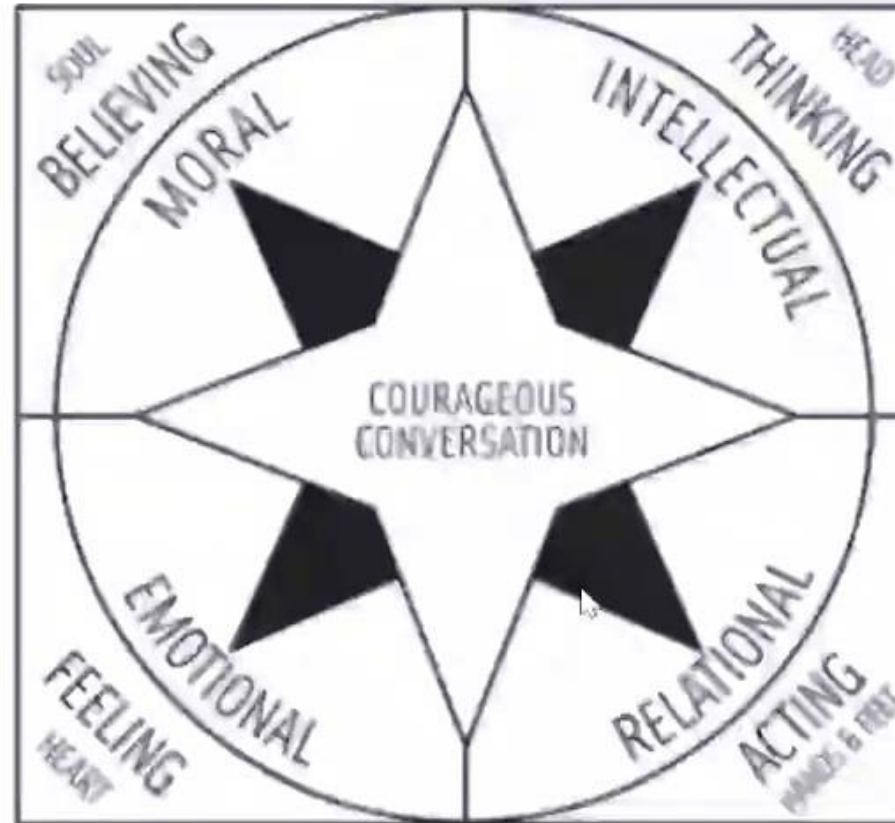
What would you want Ferg-Flor adults to know, understand or feel?





Preparing for courageous conversations about race

- Which quadrant do you tend to operate in, lean towards, or get stuck in?
- How will you push yourself to take a more balanced approach to our courageous conversations?



Chat it out:

What are your hopes for Ferg-Flor students?



Reflect and sit with these questions, and if you have thoughts to share, feel free to add them into the attendee chat

Panel
Introductions
&
What is your
vision for
anti-racism
development for
your team and
school system?

Meet Anti-Racist School and District Leaders



Dr. Adrienne Bland
Assistant Superintendent of Instruction PK-12,
Ferguson-Florissant School District



Dr. Phillip Boyd
Assistant Superintendent of Human Resources and Title IX Coordinator,
Ferguson-Florissant School District



Cristin Fiorelli
Principal, Capitol Collegiate



Ferg-Flor Leadership Standards

*“Leadership is anyone who takes responsibility **for recognizing the potential in people and ideas**, and has the courage to develop that potential. Anti-racism leadership requires courage and courage requires vulnerability.”*

Brene Brown

Review Ferg-Flor's Leadership Standards

4. Leadership

4.1 Anti-Oppression Principles Align to the Cornerstone of Our Efforts: The District Mission, Vision, and Strategic Plan are the cornerstone of our efforts and align with anti-oppression principles.

4.2. Leaders' Communication Vision Aligned to Anti-Oppression Principles: Our leaders actively influence a cohesive vision among employees about anti-oppression principles.

4.3 Engage Thought-partners in decisions: Families, students, school staff, and Board of Education are thought partners in decisions that affect children and families and collaborate to inform, influence and create equitable policies, procedures, practices, and programs that honor diversity and equitable opportunities.

4.4. Leaders Practice Intercultural Skills: Our leaders are cognizant of developing, honoring, and practicing intercultural skills.

4.5. Shared Decision-making: Decision-making is shared by a racially diverse group.

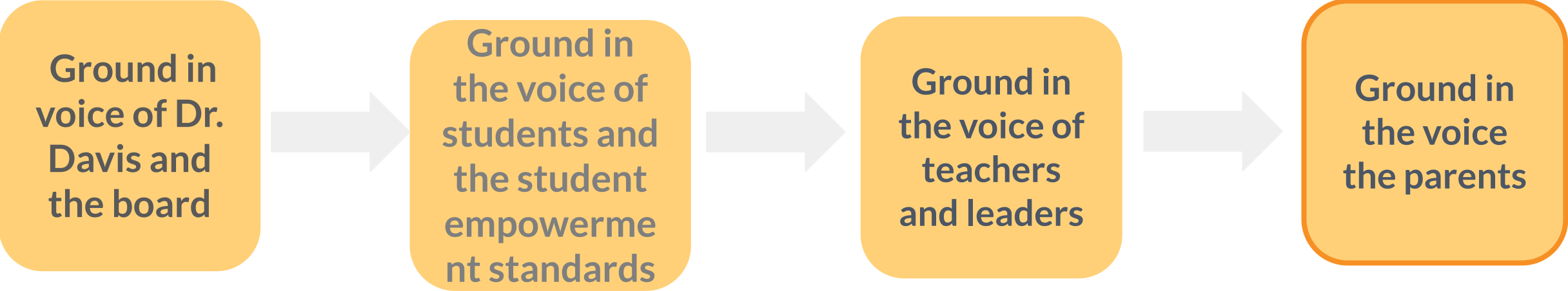
4.6. Accountable Decision-making: Our leaders develop and practice accountability in decisions so that People of Color and others from marginalized populations become free of oppression.

4.7 Continuous Development of Leaders: Our organization continually develops leaders that use anti-oppression practices.

4.8: Leadership Teaming Lives Out Anti-Oppression Principles: Our leaders value integrity, choosing courage over comfort; establishing connected relationships that honors authenticity and vulnerability.

Small group discussion: What connection are you making between what you heard AR leaders share and the AR leadership standards?

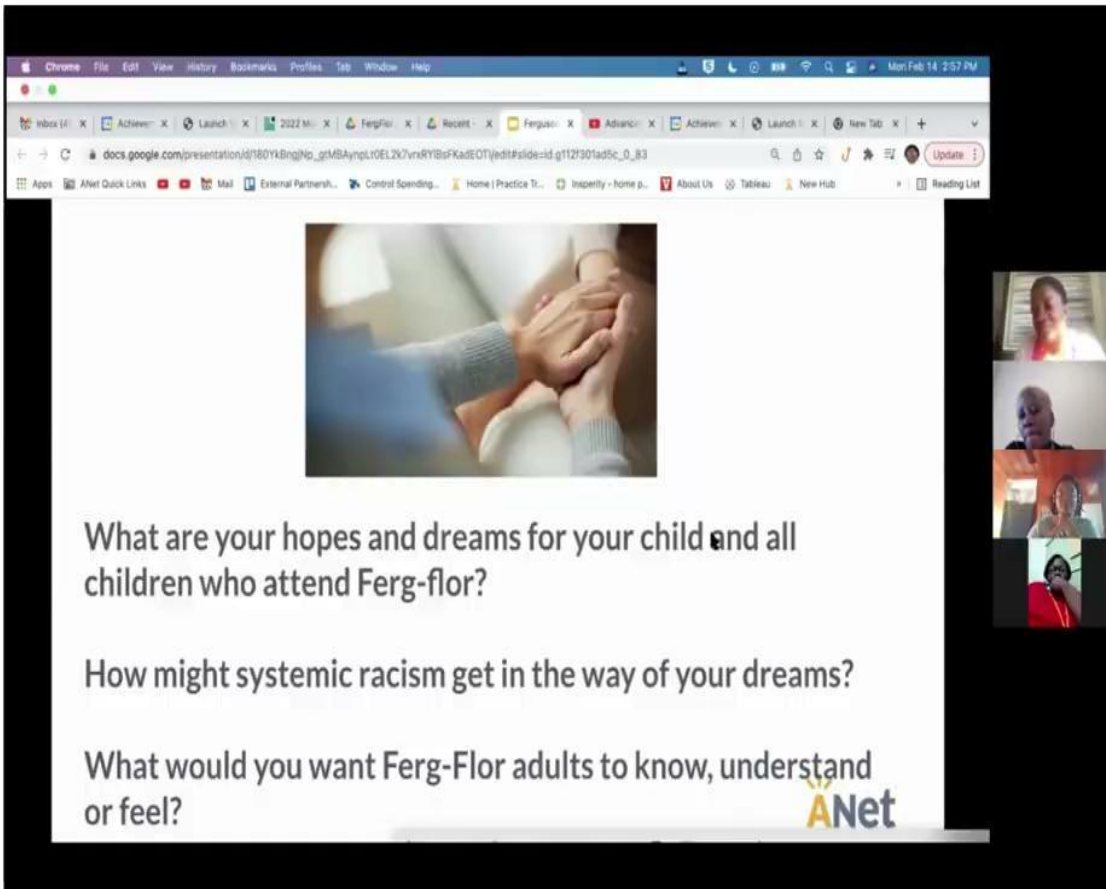
Objectives



Let's hear from Parents on why this work is important to them?



Parent Interview



What are your hopes and dreams for your child and all children who attend Ferg-flor?

How might systemic racism get in the way of your dreams?

What would you want Ferg-Flor adults to know, understand or feel?

ANet

Chat it out:

What did you hear parents communicating?

Reflect and sit with this question, and if you have thoughts to share, feel free to add them into the attendee chat!

Systemic Change



Canva

ANet

For more terminology and definitions, please refer to the [Stanford Diversity and Access Office](#).

What are the various next steps Ferg-Flor is taking?

Each Member of Ferg-Flor Community:

1. Read and Discuss the anti-racist standards
2. **Start to reflect** on ways that you can take the initiative to integrate the standards into your practice.
3. If you are in secondary schools get to know your anti-racist change team.

Next Step for Secondary schools:

1. We have two co-horts of change teams. This year they will be creating protocols and process to support the district in operationalizing the standards.

Next Steps for the system change team

1. Reconvene this year to support in the development of the integration plan, further district wide roll-out of the standards and the creation of an anti-racist policy.



Closing





ACHIEVEMENT NETWORK
Learning. Together.

ACHIEVEMENT NETWORK (ANET) RESPONSE TO RFP

PROPOSAL-Professional Development for
Social Justice for Anti-Racist Schools

July 24th, 2020

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

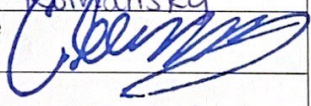
**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name The Achievement Network, LTD.	Authorized Person Carter Bondansky
Address One Beacon Street, 2 nd floor	Signature 
City, State, Zip Boston, MA 02108	Title Chief Business Officer
Tax ID# 20-3289870	Phone 504-377-6820
Entity Type Non-profit	Email jjessop@achievementnetwork.org

PART I: INTRODUCTION AND PROCESS

Table of Contents

Use the following links to navigate throughout ANet's proposal.

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Introduction

The Achievement Network (ANet) is an education nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. ANet partnerships help educators deepen their belief that all students come with valuable knowledge and an innate ability to learn, that educators must actively work to hold high expectations for all students, and that educators must recognize and disrupt their own/others' biases, which can erode expectations for students.

We support educators in building an instructional culture across classrooms and schools that is representative of all students' cultures and cultivates a growth mindset.

ANet takes an anti-racist approach in all aspects of our work. If selected for this opportunity, ANet will deliver professional development for social justice to educators at Ferguson-Florissant School District. ANet brings years of expertise in anti-racism and anti-oppression orientation work within the context of K-12 education and student achievement.

ANet is uniquely positioned to deliver professional development for social justice to educators across the Ferguson-Florissant School District for three primary reasons:

1. ANet has 15 years of experience supporting equitable instructional practices.

Founded in Boston in 2005, ANet has 15 years of experience supporting equitable instructional practices in schools and districts across the country. We currently work with nearly 1,000 schools and over 100 systems in 26 states and the District of Columbia. ANet's work focuses on supporting educators in delivering equitable, high-quality instruction through professional development, coaching, and instructional resources.

ANet's work has included anti-racism training for teachers, workshops on the achievement gap affecting students of color, and seminars on racial identity development, sexual orientation, and organizational development on equity and anti-racism priorities.

2. ANet has worked towards becoming an anti-racist organization over the past 8 years.

ANet's purposeful decision to become an anti-racist organization has facilitated frequent opportunities for ANet staff to engage with and practice equity both internally in our organization, as well as our work with schools.

Internally, ANet established an "Anti-Racist Organizational Change Team" that provides leadership and momentum around anti-racist organizational development. The Change Team evaluates ANet's progress and plans for future growth by establishing clear and meaningful goals towards becoming an anti-racist organization. The broader Change Team working group includes five strategically focused teams of 15-20 team members each with a 50:50 balance of people of color and white people from across the organization.

The Change Team created a strategic plan and anti-racism standards to guide ANet through our journey of anti-racism, which helps us to provide the best service possible to our partners. ANet's lived experience of creating a Change Team and taking the steps towards becoming an anti-racist organization gives us the on-the-ground experience necessary to support Ferguson-Florissant in their aims of anti-racism and social justice.

3. ANet has the highest quality professional development and materials in the country.

Student Achievement Partners (achievethecore.org) has praised the quality and standards alignment of ANet's instructional materials and professional development. Further, the Louisiana Department of Education (LDOE) recently classified ANet ELA and math assessments and supporting materials as Tier 1—*“Exemplifies quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.”*

ANet materials and professional development drive student achievement and support equitable instruction. ANet will leverage our industry-leading expertise on high-quality instruction, anti-racism, and anti-oppression to support Ferguson-Florissant School District. ANet will provide best-in-class professional development that is aligned to research-based best practices of adult learning.

ANet's Approach to Anti-Racism & Anti-Oppression

Educational equity is at the center of ANet's work and mission. We are committed to becoming an [anti-racist organization](#), meaning that we actively fight against racist and oppressive systems and structures in our organization, schools, and communities. We believe that an anti-racist approach supports school leaders to guarantee that all students receive a high-quality education.

Today, COVID-19, unemployment, and police brutality is disproportionality affecting people of color. Dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure safety, and realize the potential of every Black and Brown child and adult. As protests have spread throughout our country, we stand in solidarity with communities of color because our liberation is wrapped up in their liberation.

We have been on an anti-racist journey, doing the effortful learning over the past several years and this is the moment to put our learning into practice by showing up for each other and for our partners in a way that reflects our [anti-racism standards](#) and [policy](#). ANet believes:

- All forms of oppression prevent marginalized students from experiencing educational equity.
- Racism and other forms of oppression have prevented and continue to prevent students from racially marginalized communities from experiencing educational equity.
- Students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent are at risk for lowered

expectations due to the effects of systemic oppression, white supremacy culture, and unconscious biases.

- Access to high-quality, equitable education for all students is a matter of justice.
- In order to achieve equitable instruction, we must recognize, respond, and provide support and resources consistent with anti-oppression principles.
- When given access to standards-aligned, culturally diverse curricula and assessments, paired with educators who believe in and provide consistent high-quality instruction, students in marginalized groups can achieve at a high level.
- The same systems and beliefs of oppression that impact students do not stop at the schoolhouse door and may directly impact employee experience in our organization.

We believe dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure the safety, and realize the potential of every Black and Brown child and adult.

As educators, our work in equity and anti-racism demands that we look not only at these systems, but at ourselves. We believe that we must take bold action to ensure justice for Black students, families, educators, and communities.

A Message from ANet's CEO, Mora Segal

The principal of Shaker Heights High School in Ohio wrote [a letter](#) to his community in response to the killing of George Floyd, and this letter inspired me to share a personal reflection with you. As ANet's white CEO, I have been on a journey to deepen my compassion for people of color—people whose lived experience includes things I've never had to think about.

This journey has been wrought with personal mistakes, realizations of ways I've previously failed my own staff, and recognition of a disconnect between our more technical work and our work with partners to help them understand the purpose beneath the data. It has been an ongoing process for years, fueled by calls to action by courageous people of color on our staff. They have helped me understand that being "not racist" is nowhere near enough as we work together to dismantle the immense systemic barriers in our educational system and our country.

I am grappling with many emotions as I look for ways we can take action that will meet the magnitude of this moment. But for communities of color this pain is not new—it is not just a moment. That is why we must focus on creating enduring change. At ANet, we've been engaging in these conversations and taking action as an organization for seven years. [Here](#), you'll find a statement of what ANet is doing and our anti-racist policy if you would like to learn more about this ongoing work.

In partnership,
—Mora Segal, ANet CEO

A. Basic Information

- **Name of organization** - The Achievement Network, LTD (ANet)
- **Size and organization of the company** - The Achievement Network, LTD. is a 501(c)3 nonprofit governed by a board of directors with 210 full time employees.
- **Direct mailing address** - One Beacon Street, 2nd Floor, Boston, MA 02108
- **Overview of organization history** - In addition to what we shared in the “Introduction” section above, ANet was founded in Boston in 2005 by a group of school leaders. We have 15 years of experience supporting schools and districts in delivering high-quality instruction and driving student achievement. ANet partners with nearly 1,000 schools and over 100 systems across the country.

B. Vendor Personnel Profile

The following personnel will provide service to Ferguson-Florissant School District and deliver high-quality professional development and coaching around anti-racism and social justice. ANet will also draw support from Dr. Sean Haley of the Haley Responsiveness Education Corporation to share his expertise in anti-racist training and cultural responsive education. Dr. Haley’s bio is also listed below. See the Appendix for attached resumes of all personnel listed.



Brod Boxley - *Managing Director, ANet Equity & Network Strategy*

Brod is a veteran ANet coach who works with current school partners in Philadelphia and advises the organization on incorporating equity and anti-oppression into our work alongside schools and districts. Before coming to ANet, Brod worked as an educational consultant on various school turnaround and improvement projects; he was also a school administrator for seven years.

He received a Doctorate of Education in Organizational Leadership from the University of Pennsylvania. Some of his past work has included:

- Central District Leadership Coaching; School District of Philadelphia, NJ
- Network Turnaround; NJ Dept of Education for Shabazz High School. Newark NJ
- Bias reduction training; National Board for Professional Teaching Standards.
- Equitable Math Practices; The Education Trust, Washington, DC.
- Founding design of Middle School; Boys Latin of Philadelphia School, Philadelphia, PA
- Citywide Black Male Mentoring Consortium: Urban Youth Racing School, Philadelphia, PA,
- Urban High School Achievement Incentives; A’s for J’s; Jordan Brand, NY, New York.
- Equitable Instructional Leadership Coach; , Great Oaks Legacy Charter School, Newark, NJ
- Equitable Instructional Leadership Coach; District 4, NYC Department of Education.
- Equitable Instructional Leadership Coach; Scholar Academies, Wash. DC and NJ
- Professional Learning for Equitable Instruction; Delaware Department of Education, DE



Marie Kodama - Senior ELA Content Specialist & member of ANet's anti-racism and culture team. Marie works to embed equity and anti-oppression principles into ANet's instructional products. Before coming to ANet, Marie conducted research on peace education by surveying and interviewing teachers and on bias in social studies education by analyzing textbooks. Marie has also taught English as a second language in Boston as well as in Japan and South Korea. She received a Masters in International Comparative Education from Stanford University.



Sean A. Haley - President, Haley Responsive Education Corporation (HREC) Founded in 2008, HREC supports organizations in promoting anti-racism using uniquely tailored strategies. Sean leads a team of HREC consultants that focus on creating organizational efficiency, stakeholder achievement, and client success. Sean has personally impacted outcomes in communities of various demographics while working with community leaders, stakeholders, and hundreds of educators nationally.

Sean supports educators in building capacity to transform environments to become more responsive to the needs of all community members. He has worked in more than 15 states across the country providing improvement and transformation support to schools (levels PK-12). Some of the districts and campuses served include:

- Texas - Aldine ISD, Angleton ISD, Arlington ISD, Austin ISD, Corpus Christi ISD, Dallas ISD, Denton ISD, El Paso ISD, Fort Worth ISD, Houston ISD, La Joya ISD, Katy ISD, Spring ISD, Spring Branch ISD, Stafford MSD;
- California - Los Angeles Unified, River Valley HS, Yuba City HS;
- Louisiana - Avoyelles Parish, Breaux Bridge HS, Lakeview HS, Madison HS, Marksville HS;
- Michigan - Detroit Public Schools, Port Huron HS, Wayne County Regional Education Service Agency;
- Mississippi - Lowndes County School District, Starkville School District;
- Ohio - Columbus City Schools, East Cleveland City Schools;
- Pennsylvania - Lakeland School District, School District of Philadelphia;
- South Carolina - Richland One School District;

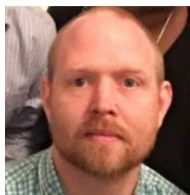
Sean earned a B.A. degree in Psychology from Morehouse College, an M.Ed. in Curriculum and Instruction and Ph.D. in Educational Psychology from the University of Texas at Austin. Continued educational experiences include studies at The Principals' Center at Harvard University Graduate School of Education and the Evaluator's Institute at George Washington University.



Tamoya Rose-Watson - *Vice President, ANet Equity and Anti-Oppression*
 Tamoya is a veteran classroom teacher, leadership coach, and leader in anti-racism with over 15 years of experience. Tamoya designed ANet’s anti-racism framework for the organization and has facilitated anti-racist trainings for over 200 ANet staff members.

Tamoya designed, implemented, and continues to lead ANet’s Change Team and long-term strategy in anti-racism through the Anti-Racist and Culture Team and the Change Team at ANet.

Prior to her role as the vice president of equity and anti-oppression, Tamoya managed a team of ANet coaches to ensure they provided high-quality instructional support to schools and districts, and was an ANet coach herself. As a coach, Tamoya supported ANet’s first district-wide contract, which resulted in the start of our organization-wide anti-racism work. Tamoya has a Masters in teaching English as a second language from Fordham University.



Tony Plunkett - *Managing Director, Communication, Culture, and Anti-Racism*
 Tony works to support the ANet program team in pursuit of their equity-focused goals. Before coming to ANet, Tony worked as a teacher in New York City public schools as well as in assessment-focused roles at the district and state level in New York and Tennessee. Tony helped to lead the team that led the largest teacher-led training in Tennessee history. He received a Masters in Elementary Education from Pace University.

C. Vendor Experience Profile

ANet and our team of experts have decades of collective experience supporting equitable instruction, implementing anti-racist policy and practices, and delivering culturally responsive training.

ANet has expertise in not only fostering a culture of anti-racism, but also in making explicit connections between anti-racism and its application towards instructional leadership. As outlined below, we are ready to support the Ferguson-Florissant District in highlighting how anti-racist standards manifest in educational contexts such as in content-specific instructional guidance or professional development from the District.

Anti-Racist Policy and Practices - ANet has lived out our core values to advance equity through internal anti-racist development that has led to a formal anti-racist Policy (linked [here](#)) that culminates in anti-racist commitments that includes partner service for supporting culturally responsive learning for all students. The policy is announced in [this blog post](#).

Equitable Instruction - Our formal partnerships with nearly 1,000 schools and over 100 systems across the country are all organized with the commitment to work alongside partners to [move](#) toward [equitable instruction](#) through an anti-racist lens which includes [anti-oppression principles](#).

Instructional Leadership - ANet has centered its impact focus on influencing Instructional Leadership as defined as: Principals are instructional leaders who collaboratively establish a vision and school-wide culture for teaching and learning that ensures equitable instruction meets the needs of all students, including those who are most marginalized (multi-language learners, students with learning and attention issues, and students of color). They serve as lead learners in the school building by deepening their understanding of standards, while building the capacity of their instructional leadership team and teachers through a system of professional learning, including consistent feedback cycles, PLCs, and regular reflection opportunities, driven by data. They work alongside an instructional leadership team to execute their vision around teaching and learning to ensure that all students exceed a common standard through high-quality instruction.

Lead the Change - ANet delivered a series of professional development sessions to a cohort of ANet partner schools in Boston that were focusing on increasing access to equitable instruction through an anti-racist lens. The program balanced leadership personal and professional growth towards anti-racism as well as a focus on increasing student learning.

Equity and Anti-racism for Leaders and Teachers - ANet curated and developed powerful content to support culturally responsive education for more than 30,000 leaders and teachers through our online data and resource platform, myANet. For example, one resource available is called, "[Equity and Anti-racism for Leaders and Teachers](#)".

Equity Literacy - Great Oaks Legacy School in New Jersey partnered with ANet to build equity literacy skills that enable leaders, teachers, and educational assistants to recognize and respond to bias and inequities impacting student experience. The series focused on local school-based scenarios, practice, and application to classroom instruction.

Bias and Sensitivity Focus - As part of our anti-racist work and commitment to equity, we have increasingly applied the lens of equity to address biases in our products and services. We have developed a process over time to ensure that all of our instructional products are free of any potential bias or sensitivity concerns. This has involved training a group of individuals across the organization to understand and identify ways that our products could unintentionally create inequities in student's ability to access content and demonstrate their learning. For example, we review all texts on our assessments for bias and sensitivity considerations, including:

- Does the passage disadvantage any population (gender, race, ethnicity, language, religion, socioeconomic status, disability, or geographic region) for non-educationally relevant reasons?
- Does the passage contain controversial or emotionally-charged subject matter that is not supported by the standards?
- Is the passage potentially offensive, demeaning, insensitive, or negative toward any population?
- Does the passage depict any population in a stereotypical manner?

Passage Equity - We recognize that in addition to eliminating bias and sensitivity issues in our instructional products, in order to develop anti-racist materials, we must also actively center stories about characters or figures of color and elevate the voices of authors of color in the texts that students read.

We are currently leading a five-year effort to ensure that at least 60% of our texts have main characters of color, well above the children's publishing industry average of 23%. We have heard demand among districts and schools aiming to increase representation in their curricula to have coaching around our approach; in response, we have made public our [guidance](#) and [tool](#) that lay out our considerations on race as well as gender, disability, and socioeconomic representation.

ANet's Results

ANet third-party evaluations confirm that ANet's model is effective. ANet's model is considered "Tier 1 - Strong Evidence" under ESSA by multiple states, including Massachusetts and Nevada, because third-party evaluations confirm that ANet's model drives student learning.

Investing In Innovation (i3) Randomized Control Trial

In 2015, we shared the results of a randomized control trial conducted by Harvard University's Center for Education Policy Research (CEPR). This trial was funded through a prestigious Investing in Innovation (i3) grant and showed that ANet schools with the right structures in place (such as common planning time) significantly outperformed non-ANet control schools.

Students in ANet schools achieved roughly six months of additional learning over the two-year study compared to students in non-ANet control schools.

The study also showed that educators recognized ANet tools and support to be higher quality than the control materials and support. Partnership with ANet also led to statistically significant improvements in instructional practice, including:

- Teacher collaboration happened more regularly and more productively at ANet schools than at control schools.

- Leaders set up routines that facilitated strong teacher development and built their own skill leveraging time effectively.
- Teachers developed critical skills of analysis and planning.

This trial was conducted in 89 schools and included roughly 21,000 students, making it one of the most robust evaluations of support for improving the practice of school leadership teams ever conducted.

Track Record of Success - End of Year Summative Data

Students in ANet partner schools across the country are consistently outperforming their peers based on end-of-year summative data. Following are additional examples of how ANet drives student learning, based on 2018-19 end-of-year summative assessment data .

- **Ohio** - In math, roughly 70% of ANet partners saw greater gains than non-ANet partners in the state. Lorain Public Schools became the first district to emerge from turnaround status in Ohio history and recognized the greatest gains of any district in the state.
- **Illinois** - Two-thirds of ANet schools in Chicago Public Schools are in good standing according to the SQRP accountability metric, compared to four years ago where only one-fourth of ANet schools were in good standing by the same metric.
- **Louisiana** - In a student growth measure that was introduced last year, nearly 75% of ANet schools demonstrated above-average student growth, an increase from over half from last year.
- **Maryland** - Baltimore City Public Schools schools have seen gains in math proficiency rates over the past 2 years, with coached schools making the greatest gains—over three times the rate of all schools statewide.
- **Colorado** - Over the course of four years, approximately 15% of ANet schools have moved from a Red or Orange School Performance Framework (SPF) rating to a Yellow or Green SPF rating, compared to 4% of non-ANet schools across the state.

In addition to broader student achievement trends across our networks, many communities we serve experienced notable progress among marginalized student groups.

- **District of Columbia** - Students that are ELL in ANet schools outpace their peers in non-ANet schools, making greater gains in both math and ELA over four years. Low income students show this same trend.

- **Massachusetts** - In Springfield, schools with strong leader practices closed the gap in ELA between African-American and white students from 18 percentage points to 6 over two years.
- **Ohio** - In math, Hispanic students closed the gap with white students to only five percentage points, compared to the rest of the state where the gap sits at over fifteen percentage points.
- **New York** - Hispanic students in ANet schools showed greater gains in math than the state average over four years, as well as students that are economically disadvantaged in ANet schools showing greater gains than students in non-ANet schools across both subjects.
- **Nevada** - Both students that are economically disadvantaged and students with disabilities in ANet schools made greater gains in a single year, compared to their peers in non-ANet schools.

D. References

Mary McCarthy, *Director of Talent*

Neighborhood House Charter School (Boston, MA)

(617) 825-0703

mmccarthy@thenhcs.org

ANet partners with nearly 1,000 schools and over 100 systems across 26 states and the District of Columbia. The following is a short subset of ANet partners to highlight our work across the country. ANet partners with districts of all sizes. Please reach out to Jocelyn Jessop, *RFP Manager* (jjessop@achievementnetwork.org) for more information on ANet partners over the last five years.

Chicago Public Schools (IL), Fort Dodge (IA), School District of Philadelphia (PA), Baltimore City Public Schools (MD), Detroit Public Schools Community District (MI), District of Columbia Public Schools (DC), Denver Public Schools (CO), Great Oaks Legacy Charter School (NJ), Jefferson Parish Public Schools (LA), Shelby County Schools (TN).

E. Proposed Fee Structure

ANet prices our professional development per facilitator, per day. One full day of facilitation with one facilitator is \$2,800. We also price for preparation time: preparation costs for one full day of facilitation for one facilitator is \$1,400, for a total of \$4,200 per facilitator, per day. This price may shift depending on the number of facilitators and the amount of preparation time needed per facilitator. This cost is inclusive of all overhead and travel costs.

We are flexible in our offerings in order to meet the needs of Ferguson-Florissant. Please reach out to us with further questions regarding our professional development pricing and scope of work. All staff trainings are highlighted in light blue.

Session Title	Session Details	Price
Virtual Learning Playlist	School and District leaders will receive an asynchronous playlist of professional development digital resources to access at any time to build their knowledge and skill in service of their anti-racist development and equitable instruction. <ul style="list-style-type: none"> <i>Audience - School and District Leaders</i> 	<i>No charge</i>
August, 2020 August 14 - Keynote Anti-Racism and Racial Trauma Relief	ANet will provide training to all staff on what it means to become an anti-racist organization, the personal commitment necessary to achieve success, and the structure we will use to create and meet district goals. <ul style="list-style-type: none"> <i>Audience - All Staff</i> <i>Logistics - 2.5 hours, 5 facilitators</i> 	\$8,750
September, 2020 Anti-Racist Diagnostic and Assessment	ANet will consult with District leadership to determine what has been accomplished thus far in becoming anti-racist. <ul style="list-style-type: none"> <i>Audience - District Leadership</i> <i>Logistics - 2 hours, 2 facilitators</i> 	\$2,800
September, 2020 Qualitative Review with Focus Groups	Additional information gathering opportunities through conversations with small groups of District leadership. <ul style="list-style-type: none"> <i>Audience - District Leadership</i> <i>Logistics - 2 hours, 2 facilitators, 3 meetings</i> 	\$8,400
October, 2020 Data Analysis and Reflection Meeting	ANet will work alongside District leadership in analyzing and reflecting on data to help inform anti-racism work. <ul style="list-style-type: none"> <i>Audience - District Leadership</i> <i>Logistics - 2 hours, 2 facilitators</i> 	\$2,800

<p>October, 2020 Developing a Central “Change Team”</p>	<p>ANet will work with District leadership to select and guide a “Change Team” that is diverse racially, culturally, and by position in the district.</p> <ul style="list-style-type: none"> • Audience - District Leadership • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>November, 2020 November 3 - Implicit Bias Training</p>	<p>ANet will provide a training for the entire District staff on implicit bias and stereotype threat and the connection to student learning.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>
<p>November, 2020 Developing Anti-Racism Standards</p>	<p>ANet will assist the Central Change Team in developing Ferguson-Florissant anti-racism standards.</p> <ul style="list-style-type: none"> • Audience - District Leadership • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>December, 2020 December 18 - Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change</p>	<p>ANet will support District leadership to internalize and make meaning of Ferguson-Florissant’s anti-racism standards and how they will directly apply to change leadership for impacting school change.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>
<p>January, 2021 Implementing the Anti-Racism Standards and Applying Change Leadership to Impact School Change</p>	<p>ANet will assist the Central Change Team to develop a plan for implementing the anti-racism standards across the District.</p> <ul style="list-style-type: none"> • Audience - Central Change Team members • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>February, 2021 February 12 - Anti-Racism and its Impact on Instruction</p>	<p>ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>
<p>March, 2021 Developing Outputs to Operationalize Anti-Racist Standards</p>	<p>ANet will work with the Central Change Team to develop outputs to operationalize the newly-developed Ferguson-Florissant anti-racist standards.</p> <ul style="list-style-type: none"> • Audience - Central Change Team members • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>April, 2021 April 2 - Rollout of the Ferguson-Florissant Anti-Racist Standards</p>	<p>ANet will support all staff to collaboratively make sense of the anti-racist standards and how they can best come to life within existing frameworks and systems in their district and schools.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>

April, 2021 Developing Action Steps to Support Anti-Racist Strategy Outputs	ANet will work with the Central Change Team to develop action steps for implementing the Ferguson-Florissant anti-racist standards in the 2021-22 school year. <ul style="list-style-type: none"> ● Audience - Central Change Team members ● Logistics - 2 hours, 2 facilitators 	\$2,800
May, 2021 Anti-Racism Desktop audit: District Procedures and Practices	ANet will facilitate a training for District leaders to build capacity in applying anti-racist standards towards District procedures and practice. <ul style="list-style-type: none"> ● Audience - District Leadership Team ● Logistics - 2 hours, 3 facilitators 	\$4,200
Total price for partnership in the 2020-21 school year		\$68,950

Professional Development Plan

The following plan centers on the following outcomes:

- Establishing an inter-departmental anti-racism working group, called a “Change Team” to assist in the long-term development and sustainability of school change through anti-racism.
- The Change Team will work alongside ANet to review, modify, and adopt a set of anti-racism standards specifically designed for the Ferguson-Florissant School District.
- The District’s anti-racism standards will include areas such as: 1) policy, leadership, and management, 2) curriculum, teaching, and assessment, 3) discipline and suspension, 4) student personal development and progress, and 5) staff recruitment, training and professional development.
- The District’s anti-racism standards will become the baseline tools for change through developing the standards, discussing them with school leadership and staff, and implementing them across the school communities.

The following outlines a scope of work for both a 1-year and a 3-year contract. If selected, ANet and Ferguson-Florissant will be partners in this work, and as such, input and collaboration will be a crucial component in every step of the process. The Change Team will lead ongoing dialogue, both formal and informal, to communicate the importance of the standards as the basis for change across the District.

In light of the current pandemic, the need for social distancing, and the intrinsic equity implications of the spread of the virus, ANet will facilitate all trainings virtually for the first year. ANet has extensive experience with virtual facilitation both prior to and as a result of the pandemic. Since the COVID-19 pandemic, ANet has converted all training, coaching, and professional learning to

virtual platforms and have facilitated over 1,000 virtual learning sessions for our partners nationwide.

ANet will use various Zoom features to ensure that participants are engaged, including breakout sessions, polls, and the chat. We have the capacity for simultaneous or staggered workshops so that all sites could get the same learning within a week's time.

The following draft project schedule for the 2020-21 school year is a draft, based on our experience and expertise in supporting anti-racism and equitable instruction. However, ANet's support for Ferguson-Florissant School District is malleable and, if we are chosen for this opportunity, we will work closely with the District to design a scope of work that best meets the needs of the District.

Year 1 - Draft Project Schedule

<Ongoing> Virtual Learning Playlist

School and district leaders will receive an asynchronous playlist of professional development digital resources to access at any time to build their knowledge and skill in service of their school's instructional recovery plan. This playlist will be accessible throughout the year and will directly compliment the training that leaders receive. There is no additional fee for this offering.

August, 2020

August 14 - Keynote - Overview of Anti-Racism and Racial Trauma Relief - ANet will provide training to all staff on what it means to become an anti-racist organization, the personal commitment necessary to achieve success, and the structure we will use to create and meet district goals.

Audience - All Staff

Logistics - 2.5 hours, 5 facilitators

Objectives - Participants will:

- Develop key understandings of Anti-Racism and Racial Trauma Relief in relation to Ferguson- Schools
- Determine how Anti-Racism and Racial Trauma Relief impact their work at the intersection of SEL, Academics, and Equity.
- Identify the work that is already in place as well as 1-3 necessary commitments that [move](#) their Teaching and Learning Cycle towards [equitable instruction](#) through an anti-racist lens specifically around the following core beliefs:
 - A belief that ALL students come to us with valuable knowledge and an innate ability to learn; educators work actively to hold high expectations for all students and recognize and disrupt their own/others' biases which can erode expectations for students;

- A classroom that is sustaining of students' culture and cultivates a growth mindset/culture of error; and
- Instruction that reflects principles of [anti-oppression](#).

September, 2020

Anti-Racist Diagnostic and Assessment - ANet will consult with District leadership to determine what has been accomplished thus far in becoming anti-racist. This information will be used in partnership to set goals for the organizational change process.

The information will be gathered through individual and group interviews and a review of District data related to building equitable leadership practices and culture through areas such as: policy, change leadership, curriculum, teaching and assessment, employee personal development and processes, and professional development; where teaching and assessment is the core of the student experience.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Plan a listening tour centered on the needs of the most marginalized through a diagnostic tool, with these questions in mind:
 - Where do you see your District on the anti-racist continuum? What are your strengths and areas for growth? What do teachers, students, parents, and community members think?
- Determine the right entry point for guaranteeing equity for all employees.

Qualitative Review with Focus Groups - Additional information gathering opportunities through conversations with small groups of District leadership. ANet will work with District leadership to plan and support an ongoing community engagement strategy so that district leadership can hold conversations with students, families, and other community members in a way that reflects our anti-oppression principles.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators, 3 meetings

Objectives - Participants will:

- Discuss and be able to answer the following questions:
 - What is working well in the district? Who was engaged? Who was making progress? What leadership/teacher actions influenced that?
 - What is not working well? Who is inadequately engaged? To what do you attribute that?
 - What of the preliminary view of each school's trends in executing equitable instruction?

- What would help the District reach a stronger state of social justice and [equitable instruction](#) from an anti-racist stance?

October, 2020

Data Analysis and Reflection Meeting - ANet will work alongside District leadership in analyzing and reflecting on data to help inform anti-racism work.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Deepen understanding of teacher and student needs by collecting and analyzing qualitative and quantitative data about student learning.
- Develop a practice of routinely reflecting on and adapting instruction toward equitable instruction; for instance, a Teaching and Learning Cycle that includes noticing student assets and needs, planning time-bound action, reflecting on results and what to keep or change, planning from vision and high expectations, influencing teaching, assessing, and continuing the cycle for transformation of teaching and learning.

Developing a Central “Change Team” - ANet will work with District leadership to select and guide a “Change Team” that is diverse racially, culturally, and by position in the district. The purpose of the Change Team is to ensure the District meets its goals to become an anti-racist organization. To be effective, we will work with District leaders to ensure that the team is empowered to make change in concert with fellow district leaders, school leadership and the wider school community.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Launch and empower the Change Team to shepherd the district toward racial equity by:

- Developing anti-racism standards
- Gathering feedback on the draft standards from school leaders and staff
- Securing approval for the standards from district leadership
- Designing an implementation plan for the standards
- Implementing the standards with the entire staff
- Providing information and clarity to district staff
- Serving as the district’s supportive, enthusiastic voice on becoming an anti-racist organization.

In the first year of partnership, ANet will support the District in creating a Central Change Team and unified anti-racism standards. In year 2, we will support 5-10 schools in creating their own Social Justice Anti-Racist Change Teams for the District’s social justice and anti-racism work and empower those school teams to advance the district’s Anti-Racist Standards. In year 3, ANet will support the remaining schools in the District to create Change Teams. From the start and

throughout the process the Change Team is meant to be inclusive, including possible representation across building job roles, community, a High School senior, parent, board member, and an overall racially diverse group as well as other intersections of identities.

November, 2020

November 3 - Implicit Bias Training - ANet will provide a second training for the entire District staff on implicit bias and stereotype threat and the connection to student learning.

***Audience** - All Staff*

***Logistics** - 2 hours, 5 facilitators*

***Objectives** - Participants will:*

- Feel challenged and supported in examining and disrupting the mindsets, beliefs, systems, and structures that perpetuate inequitable experiences and outcomes for students of color across the Teaching and Learning Cycle.
- Feel clear on their vision of instruction and have the agency to truly achieve equitable instruction in their building, through deepening their understanding of implicit bias, recognizing implicit bias within themselves, and considering the effects of implicit bias within our schools

Developing Anti-Racism Standards - ANet will assist the Central Change Team in developing Ferguson-Florissant anti-racism standards to structure the district's change in the areas of (1) Policy, Leadership and Management; (2) Curriculum, Teaching and Assessment; (3) Discipline and Suspension; (4) Students' Personal Development and Progress; and (5) Staff Recruitment, Training and Professional Development. The standards are the bedrock of the organization's goal to become an anti-racist organization. ANet will support the District in developing standards through a collaborative approach.

***Audience** - District Leadership*

***Logistics** - 2 hours, 2 facilitators*

***Objectives** - Participants will:*

- Build from equity and anti-oppression principles and other examples to enable Ferguson-Florissant Social Justice Change Team to begin the process of developing specific anti-racist standards

December, 2020

December 18 - Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change - ANet will support District leadership to internalize and make meaning of the anti-racism standards while integrating lessons learned from our initial district data analysis for educators across the District to begin internalizing. ANet will also outline how Ferguson-Florissant's anti-racism standards will directly apply to change leadership for impacting school change.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Begin to build deeper understanding of the newly developed anti-racist standards and how they can impact school change

January, 2021

Implementing Anti-Racism Standards and Applying Change Leadership to Impact School Change - ANet will assist the Central Change Team to develop a plan for implementing the anti-racism standards across the District. Change Teams will build an initial six-month implementation strategy around the anti-racism standards.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Develop a plan for implementing the anti-racism standards district-wide
- Discuss and design actions based on the question “What actions do we take in order to actualize the standards?”

February, 2021

February 12 - Anti-Racism and its Impact on Instruction - ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction. ANet is an expert in the field regarding equitable use of assessments, instructional materials, and social emotional learning. We will draw on content from our related White Papers on these topics to bridge the connection between implementing anti-racism in the school building and classroom to drive student learning and achievement. See ANet’s White Paper’s linked below:

- [3 Principles for Assessments during Instructional Recovery and Beyond](#)
- [Four dimensions of instructional materials that put students first](#)
- [Head & Heart: An expanded approach to meeting students’ needs as schools reopen](#)

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Identify connections between anti-racism and equitable instruction with considerations of Anti-Racism, Social Justice, and Social and Emotional Learning.
- Apply how those connections relate to occasions of teaching and learning in Ferguson-Florissant.

March, 2021

Developing Outputs to Operationalize Anti-Racist Standards - ANet will work with the Central Change Team to develop outputs to operationalize the newly-developed Ferguson-Florissant anti-racist standards. Additionally, we will discuss what is going well, what is not going well, and how to best move forward with the implementation strategy of the district's anti-racism standards. ANet will support Change Team members in prioritizing key standards and identifying clear goals and outputs of their strategy.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Collaboratively develop outputs aimed at putting their newly developed standards into practice.
- Discuss the glows and grows of the process so far and determine next steps for implementation.

April, 2021

April 2 - Rollout of Ferguson-Florissant Anti-Racist Standards - ANet will support all staff with collaboratively making sense of the newly-developed standards and how they can best come to life within existing frameworks and systems in their district and in their schools.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will collaborate to discuss the following questions:

- What are the tactics to actualize the standards? (e.g. role playing and scenarios, sentence starters)
- What is the connection between the standards and current frameworks in my district/school? Where do they bridge well?
- How can we create room for better application of the standards?

Developing Action Steps to Support Anti-Racist Strategy Outputs - ANet will work with the Central Change Team to develop action steps for implementing the Ferguson-Florissant anti-racist standards. This session will focus on strategy and planning outputs for the 2021-22 school year.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Identify action steps that will support district leaders in accomplishing the outputs
- Feel empowered to actualize the anti-racist standards through specific and concrete strategies and outcomes

May, 2021

Anti-Racism Desktop Audit: District Procedures and Practices - ANet will build the capacity of District leaders through modeling and practice to apply anti-racist standards toward District procedures and practice. We will begin with District-level procedures to eventually develop anti-racism in school procedures and practices. The work will identify key areas to improve for the 2021-22 school year in anti-racist strategy. ANet will provide a two-level vetting process against Ferguson-Florissant's anti-racist standards, including: manuals, handbooks, protocols, and literature. We will highlight areas of alignment or misalignment with the anti-racist standards.

Audience - District Leadership Team

Logistics - 2 hours, 3 facilitators

Objectives - Participants will:

- Transition from development to internalization of the anti-racist standards by applying them to District procedures and practices.

The Ferguson-Florissant School District will accomplish the following by the end of the 2020-21 school year:

- Center the experience of those most marginalized to expand their perspective of the culture leadership and practices of the District that lead to equitable instruction.
- Identify the barriers in practice and culture for equitable instruction.
- Ground District leaders in anti-racism principles.
- Build a vision around anti-racism to integrate into schools.
- Operationalize this vision through the anti-racism standards developed by the Central Change Team.
- Build a coalition of leaders across the District who have deepened their knowledge and understanding around anti-racism and have worked to form a vision that sets schools up individually to create anti-racist systems, structures, and culture in their buildings.
- Center the District's anti-racism efforts through compassion and trauma informed lens.

Year 2 - Draft Project Schedule

In Year 1, the District will set a vision for anti-racist work through developing the anti-racist standards. The District will create a Central Change Team to steward the work of the anti-racist strategy.

In Year 2, ANet will support the District in selecting 5-10 schools to develop Change Teams in their school buildings. These school Change Teams will build off of the foundation set by the District in Year 1 and work to operationalize the standards within their school context. The school Change Teams will work to establish school-based strategies, practices, and culture that reflect Ferguson-Florissant's anti-racist standards.

Creating Change Teams in 5-10 Pilot Schools

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in 5-10 schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Developing a Five-Year Plan to Implement the Anti-Racism Standards

ANet will assist the Change Teams in developing a five-year plan. We believe that a five-year implementation plan is rigorous yet realistic. Our experience with schools indicates that teachers and administrators have full schedules without much time for added responsibilities. For the District to become an anti-racist system, all school staff must commit to making change in the areas where they work. However, the time allotted for the change must be manageable so that it does not overwhelm or frustrate staff. The timeframe for making change must also allow the Change Team and district leadership to maintain a high level of excitement and enthusiasm about the change process.

As part of this process, the Change Team will answer the following questions:

- 1) Who are the district stakeholders who need to be aware of the standards?
- 2) Where in the school community does the Change Team need buy-in and support?
- 3) What needs to be done to meet each standard?
- 4) How will the standards be incorporated into the school community?

The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

Year 3 - Draft Project Schedule

Expanding Change Teams to Remaining Schools in the District

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in the remaining schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Continuation - Implementing the Standards

ANet will continue to support the Change Team in implementing the anti-racism standards. This support will include regularly-scheduled meetings with the Change Team to monitor progress toward meeting their goals. The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

Brod Boxley, Ed. D.

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(609) 616-2575 bboxley@achievementnetwork.org

SUMMARY:

- Innovator committed to improving schooling and the teaching and learning processes
- Strategic planner focused on solutions-oriented engagement about systems impact
- Significant insights at the system and school level in district, charter, and non-profit education sectors
- Developer of national professional standards resources and assessments for world-class organizations
- Cultivator of Strong relationships and life-long entrepreneur with eye towards closing sales.

EDUCATION:

Ed.D; Educational and Organizational Leadership; University of Pennsylvania, Philadelphia, PA; Aug., 2006
included Wharton Coursework on Negotiation

Fellow; Educational Policy, Institute for Educational Leadership (IEL) Wash., DC, 2002-2003

M.Ed; Educational Leadership; The College of New Jersey; Ewing, New Jersey; August, 1999

BA; Mathematics, The College of New Jersey, Ewing, New Jersey; May, 1994

LEADERSHIP, SCHOOL, & SYSTEM IMPROVEMENT:

Managing Director of Equity and Anti-Oppression, Office of CEO, ANet, Boston, MA; July 2019-present

- *Strategize, build, and lead cross-functional coalitions to integrate anti-racist standards and stances into the operations, tools, and approaches we are improving for school and system coaching that is focused on instructional leadership for institutional equity and equitable teaching and learning in underserved communities.*

School Improvement and Leadership Coach, July 2010 to present

Senior Director of School Support, Achievement Network, Boston, MA/Newark, NJ; July 2013-present
Data Coach, Amplify, Wilmington, Delaware, July 2012 – July 2013

- Consulting with district and CMO administrators for sustainability of instructional change.
- Work alongside system and school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in under-served communities and other schools in need of increased impact.
- Help systems/schools transform from “data rich” to “data driven” through results coaching in service of internalization of rigorous state standards and aligned instruction.
- Coaching leaders in priority-based, data-informed decision-making within a culture of high-functioning teams focused on school structures, teacher actions, and key levers in leadership.
- Coaching groups of teachers, instructional coaches, and leaders in analyzing and using data for action within a cycle of inquiry towards a culture of sustained student achievement
- Collaborate with internal and external stakeholders with authoring, designing, editing, and revising of content for educators to use in support of their work with data.

Planning Consultant for School Expansion, Boys’ Latin of Philadelphia, PA, 2011 through 2013

- Landed contract for conducting comprehensive planning services for the highly anticipated middle-grades expansion of a highly successful 9-12 urban charter school.

Leadership Coach, Hoboken BOE, Hoboken, NJ, February, 2012 through June, 2012

- Landed contract to consult and coach the principal towards a transparent data culture and sharing leadership and I introduce key school turnaround actions being taken on in response to long standing low achievement.

Turnaround Officer, Newark, NJ State School Improvement Grant, August 2010 through Dec. 2011

- Fully engaged other school performance consultants to think systemically, share effective practices, and engaged the local districts as well as the state resources for greater fidelity, accountability, and support for dramatic outcomes.
- Employed advisory as well as cognitive coaching approaches to build capacity and efficacy among school leaders.

GRANTS AND SERVICE WITHIN COLLEGES OF EDUCATION:

Assistant Program Director, College of Education, Kean University, 2015 to 2018 (Part-time)

- Led university's 1.2 million dollar sponsored school improvement partnership among Plainfield Public Schools, William Patterson University, and US Department of Education.
- Coordinated the identification, hiring, and management of staff delivering school service.
- Recruited and managed 2 cohorts of teachers seeking sponsored graduate programs in educational leadership.

Adjunct Professor, School of Education, The College of New Jersey, 2006 to 2014

Graduate Program in Educational Administration and Leadership, 2006 to 2011

- Lead aspiring leaders through educational research, informed discourse, and reflective practice.

Internship Supervisor, 2013 and 2014

- Observe, guide, and support aspiring teachers through specific and supportive reflective coaching, actionable feedback, and close coordination with supervising teachers and program staff.

Grant Staff, School Turnaround Collaborative, The College of New Jersey, 2008-2009

- Coordinated a \$30,000 grant from the NJ Dept. of Education in collaboration with The College of New Jersey, Montclair University, and Rowan University. Planned, organized, co-facilitated, and instructed for a residential professional development initiative that assisted leadership teams from ten schools across New Jersey in evidence-based reform work at the school level.

PROGRAM EVALUATION AND NATIONAL CONSULTING:

Lead Consultant, Hawthorne Learning Associates, LLC, July 2010 through present

Program Evaluator, Citywide A's for J's Academic Incentive Program, Philadelphia PA

- Secured contract as independent program evaluator for client, VILLA, an urban fashion retailer and Jordan Brand, the maker of Air Jordan shoes, for their pilot partnership to create a program that rewards Philadelphia and Chicago students for academic achievement and excellence.

Program Evaluator, Naval Engines Design Program, Philadelphia PA

- Secured contract as independent program evaluator for client, Urban Youth Academy and the US Navy, for their partnership to teach adolescents naval engine design and STEM careers.

Program Director, What It Takes E-Mentoring, Philadelphia, PA, November 2011 through 2013

- Secured contract for Day to day coordinating and platform management with 7 secondary schools to maximize the impact of a web-enhanced school-based youth mentoring initiative through a partnership with United Way of Southeastern Pennsylvania's Center for Youth Development and the John S. and James L. Knight Foundation.

National Consulting Experience

Consultant, National Board for Professional Teaching Standards, Arlington, VA, 2008-2009

- Appointed to permanent working group of distinguished higher education faculty, policy makers, and practitioners to advise and craft Core Proposition Document for National Board Certification for Educational Leaders.

Researcher, Effective Measurement of Middle School Math Instruction, Ed Trust, Wash., DC, 2009

- Conducted research on value-added instruction to attach instructional moves to achievement.

EDUCATOR EXPERIENCE:

Head of School, Princeton Charter School, Princeton, NJ July 2008 to June 2010

- Lead US Blue Ribbon K-8 school with world class language program, proof of value-added student achievement, and active parent involvement.
- Report to Board of Trustees and supervise building administrators, school business administrator, director of facilities, 40 faculty and staff members, and 5 million dollar budget.
- Overall saw financing, construction, and launch of 6 million dollar campus center and expansion.
- Broadened understanding of school's charter and mission in order to more effectively serve students with special emphasis on academic and character for developing leaders.

Principal, Cherry Hill Public Schools, NJ July 2003 to June 2008

- Established clear goals and promoted those goals to be in the forefront of the school's attention.
- Worked to raise achievement for all students through use of researched-based instruction.
- Led and facilitated increase in measured perceptions of positive school climate.
- Implemented a school constitution, spirit days, discipline management, and recognition programs.
- Organized students', teachers', and parents' to participate in Student-Led Parent Conferences.
- Nurtured and sustained a collaborative learning culture.

Curriculum Supervisor, Cherry Hill Public Schools, NJ July 2003 to June 2005

Pontiac City Schools, Pontiac, MI; June 2002 to September 2003

- Designed comprehensive curriculum search, selection, adoption, and implementation.
- Designed and supervised instructional coaching model to develop teacher effectiveness.
- Contributed to the development \$130 to \$160 million budgets and managed \$750,000
- Improved student learning in mathematics through teacher leadership, and professional development in researched-based effective practices.

Teacher of Mathematics, Pennsauken and Lawrence High Schools, NJ 1994 to 1998

- Employed various teaching techniques while utilizing technology and assessment.

NATIONAL ASSESSMENT DEVELOPMENT EXPERIENCE:

Program Administrator for School Leadership Initiatives

Division of Teaching/Learning, Educational Testing Service, Princeton, NJ- Jan 1998 to May 2002

- Planned for, directed, and provide leadership for ongoing development, and delivery of two standards-based principal licensure assessments for which the primary clients are 5 state departments of education. The assessments are based on the Standards for School Leaders as developed by the Council of Chief State School Officers' Interstate School Leader Licensure Consortium (ISLLC).
- Directed the development of the assessments' scoring procedures and training manuals in light of inter-rater reliability, validity, and principles of assessment.
- Developed and implement program policies in concert with ETS corporate and client specifications with special attention to test fairness and adverse impact.
- Participated in the preparation of proposals for prospective and current projects.
- As principal contact, advised clients, councils, and department of education contacts on policy and procedural issues.

Developer for National Board for Professional Teaching Standards Projects

Division of Teaching/Learning, Educational Testing Service, Princeton, NJ- Jan 1998 to May 2002

- Responsible for overseeing, and developing advanced certification assessments for teachers of various content areas/level. These are the largest and most complex performance assessments in education. Also responsible for student assessments and staff development products and services.
- Facilitate committees and policy groups throughout entire development process.
- Liaison and collaborate with senior leadership from the National Board, colleges and universities, and disciplinary organizations (NAESP, NABSE, NCTM, etc.)
- Conduct training and scoring sessions for assessors, including bias reduction.

PRESENTATIONS AND PUBLICATIONS:

Black, S., Boxley, B, Fletcher, C, Repollet, L. (2018) *Successful turnaround school leadership: An analysis of case studies in Michigan and New Jersey*. Manuscript submitted for publication.

Boxley, B. (2018, August, 21). *Education Policy Harms Urban Schools*. Retrieved from <https://www.detroitnews.com/story/opinion/2018/08/21/education-policy-harms-urban-schools/1042083002/>.

Boxley, B. (2014). *The Effectiveness and Impact of the VILLA and Jordan Brand Partnership Pilot to Incentivize Urban High School Academic Achievement*. VILLA. Philadelphia, PA.

Boxley, B. Coleman A. (2013, April). *What It Takes To Close The Technology Literacy Gap Using E-Mentoring*. In B. Artwell (Chair), Coalition of Schools Educating Boys of Color Gathering of Leaders. Symposium conducted at the annual gathering of COSEBOC. Chicago. IL.

Boxley, B. Coleman A. (2013). *Year 2 Evaluation of Naval Engine Design Program for Office of Naval Research*. Urban Youth Academy. Philadelphia. PA.

Boxley, B. (2006). *Preparing Instructional Coaches To Promote Reflective Teaching: A Case Of How New Mathematics Coaches Carve Their Roles As Learners And Teachers Of Colleagues*. Unpublished doctoral dissertation, University of Pennsylvania.

Boxley B, Marquez E. (2003). *Teacher Assistance Package, Algebra Guide One: Analyzing Graphs and Interpreting Slopes*. Educational Testing Service. Princeton, New Jersey.

Oakley BA, Lawrence D, Boxley B, Kobus CJ. (2003). *Using the Kumon Method to Revitalize Mathematics in an Inner-Urban School District*. Journal of Engineering Education.

Auditor, *The Nation's Report Card (NAEP) and Scholarship Services, ETS, 2000*.

SERVICE AND RECOGNITION

Scouts BSA, Advancement Chair, Troop Committee, Troop 3070, Cherry Hill, NJ

Trustee, Child Protection Committee, New Member Class Instructor, Alpha Baptist Church

- Serve as steward for finances and facilities, liaison to oversee development and implementation of child protection policy, and ambassador and teacher to welcome and orient new members.

Board Service Award, Big Brothers Big Sisters of Burlington, Camden, and Gloucester, 2014

- In recognition of exceptional service in educating, guiding, and caring for children and doing so with intelligence and compassion. Gratitude for making a difference in the lives of so many children.

Hyman Services to Children Award, New Jersey Association of School Psychologists, 2007

- Exceptional service in educating, guiding, and caring for children and doing so with intelligence and compassion. Gratitude for making a difference in the lives of so many children.

Marie Kodama

15 Tileston Street Apt 1 Boston, MA 02113 • 713-253-8326 • mckodama@gmail.com

EXPERIENCE

Senior ELA Content Specialist, Achievement Network; Boston, MA – 2014–present

Design, produce, and ensure quality of diagnostic and interim ELA assessments aligned to CCSS in grades 2–12; refine the sustainability and expansion of assessments, including conceiving of processes for applying assessment statistics, bias and sensitivity, and aligning to state standards; envision and lead strategy to close gaps in racial, gender, disability, and SES representation in passages, resulting in increase of women characters by 146% and characters of color by 33%.

Bias and Sensitivity Reviewer, Massachusetts Department of Elementary and Secondary Education (MA DESE); Boston, MA – 2016–2018

Advised development and quality of MCAS assessments by using qualitative and quantitative data to review ELA, math, science, and social studies content through the lens of bias and sensitivity.

Curriculum Writer, Stanford Program on International and Cross-Cultural Education (SPICE); Stanford, CA – 2012
Researched and synthesized primary and academic sources to write middle school history curricula.

English as a Foreign Language Teacher, Geochang Department of Education; Geochang, Korea – 2011

Devised and implemented curriculum on English literature for 70 English learners in rural Korea, ages 13-15.

Researcher, Chigasaki City Public Schools; Chigasaki, Japan – 2009

Conducted open-ended surveys and interviews across 6 elementary schools on peace education; awarded multiple competitive grants to conduct fieldwork, including Reischauer Institute of Japanese Studies (RIJS) with additional support as the top applicant.

Director, Boston Refugee Youth Enrichment (BRYE); Dorchester, MA – 2007–2008

Led operations of after-school literacy program for 40 refugee children, ages 5-12; oversaw program development, fundraising, communication with parents, and staff recruitment.

EDUCATION

Stanford University; Stanford, CA – M.A. International Comparative Education, 2012

Master's thesis: "Portrayals of Japan's Victim and Perpetrator Roles during WWII in Japanese Elementary Textbooks 1950-2012"; conducted grounded theory study using emergent text/image coding and analysis of 30 Japanese social studies textbooks.

Harvard University; Cambridge, MA – A.B. Social Studies, 2010

Honors thesis awarded Noma-Reischauer Prize for best undergraduate essay on Japan-related topics; active in Harvard Crimson Dance Team, The Harvard Crimson, Phillips Brooks House Association (PBHA), and Harvard Japan Society.

SKILLS & SPECIALTIES

Native English, native Japanese; trained in Stata, SPSS, NVivo, Dedoose

PUBLICATIONS

Kodama, M. (2016, July 11). Letters for Black Lives, Japanese edition [Blog post]. Retrieved from

<https://lettersforblacklives.com/dear-mom-dad-uncle-auntie-black-lives-matter-to-us-too-7ca577d59f4c>

Kodama, M. and Li, S. (2015, June 3). What Students Read Matters [Blog post]. Retrieved from

<https://www.achievementnetwork.org/abetblog/2015/6/3/what-students-read-matters>

Kodama, M. (2012). Lesson Three. In R. Sekiguchi (Ed.) *The Mongol Empire* (pp.125-160). Stanford, CA: Freeman Spogli Institute for International Studies.

Sean A. Haley, Ph.D.
Haley Responsive Education Corporation
Manvel, TX 77578

Mobile: (512) 619-3903

sean.hrec@outlook.com

Objective Use organizational development and leadership acumen to design and facilitate the use of systems, resources and tools that promote strategic goal attainment.

Education

<ul style="list-style-type: none">• Ph.D. – Educational Psychology, 2006• M.Ed. – Curriculum and Instruction, 1999• B.A. – Psychology, 1988• The Evaluator’s Institute, 2010/2012• The Principals’ Center, 2002	<ul style="list-style-type: none">University of Texas, Austin, TXUniversity of Texas, Austin, TXMorehouse College, Atlanta, GAGeorge Washington University, Washington, DCHarvard Graduate School of Education, Cambridge, MA
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Relevant Skills and Experience

June 2007 – Present **Haley Responsive Education Corporation** **Manvel, TX**

President

- Manage projects and teams within budget; develop tools, strategies and metrics to enhance outcomes.
- Provide strategy, analysis, stakeholder engagement, and strategic partnership development for success.
- Coach senior-/middle-level leaders (e.g., board members, non-profit leaders, executive directors, administrators, leadership teams) and staff to promote equity, build internal capacity, support change management, and scale antiracist initiatives.
- Work with teachers/instructional leaders to transform schools and increase equitable student outcomes in various environments.
- Facilitate large- and small-scale training, visioning, strategic planning, and progress monitoring with various stakeholders.
- Serve on the Greater Houston Coalition on Social Determinants of Health Steering Committee; Community Voice co-chair.
- Provided an array of consulting services to high-profile organizations:
 - *Bill and Melinda Gates Foundation (BMGF)* – assisted in grant making, communications, partner engagement, and implementation of varied educational initiatives designed to impact communities and public policy.
 - *Center for Civic and Public Policy Improvement (CCPPI)* – support organizational development; systems design; community engagement; partnership development; communications support; research and strategy analysis; and social justice advocacy.
 - *Engage Learning, Inc.* – facilitate stakeholder engagement and district-level design; provide school transformation coaching to principals and teachers; conduct executive training and board workshops.
 - *Huston-Tillotson University Minority Science & Engineering Improvement Program (MSEIP)* grant evaluator.
 - *International Center for Leadership in Education (ICLE)* – served as a Senior Consultant supporting college and career readiness initiatives nationwide, evaluated program quality, and facilitated school improvement planning.
 - *Institute for Public School Initiatives (IPSI)* – co-developed the inaugural Texas Charter School Association Quality Framework used by 460+ member schools; facilitated consensus building across diverse school operators.
 - *National Cares Mentoring Movement* – supported the design of a multi-tiered STEM mentoring model designed to engage secondary students with college students and professionals from STEM disciplines.
 - *Texas Charter School Association (TCSA)* – trained aspiring charter school executives and leaders to support success.

2005 - 2007 **Region XIII Education Service Center** **Austin, TX**

Coordinator for the Texas High School Project

- Led an agency-wide executive team in creating a “Campus Snapshot” tool to analyze and enhance school performance statewide,
- Collaborated with the Texas Education Agency (TEA) Office of Education Initiatives to co-author a \$9.6 million *Texas High School Completion and Success Grant, Cycle 3*; managed the RFP process and grant serving 140 grantees.
- Guided a coalition of public districts, charter and private schools to gain a \$750,000 21st Century Community Learning Center grant, and upon award, administered the Shared Services Arrangement.
- Served as chief contact for a 16-county area; built statewide capacity across all 20 Texas Education Service Centers to scale targeted school support initiatives.

2001 - 2005 **NYOS Charter School** **Austin, TX**

Superintendent/Principal (2003-2005) Secondary School Principal (2001-2003)

- Conceptualized and established the secondary school program; created a common vision for postsecondary readiness across stakeholders while implementing a cohesive, high-performing PK-12 system.
- Sought funding, developed innovative partnerships and agreements, and designed management systems.
- Diversified and grew the school population while meeting internal/external stakeholder success criteria.

1998 – 2001

Huston-Tillotson University

Austin, TX

Interim Director/Academic Coordinator, High School Enrichment Program (1998-2001)

- Improved the dropout recovery high school program through collaborations with community partners to prepare former “dropouts” for college and career opportunities; successfully renegotiated the “Community Based Organization” service contract with Austin ISD.
- Managed program and budget; successfully gained \$575,000 in federal grants for after-school academic and precollege programs.
- Supervised 60+ program staff for secondary school, college “bridge,” and summer residential programs; designed new programs.

Clients and Organizations Served

Contractual Engagements

- Bill and Melinda Gates Foundation
- Center for Civic and Public Policy Improvement
- Engage! Learning, Inc.
- Huston-Tillotson University
- Institute for Public School Initiatives
- International Center for Leadership in Education
- National CARES Mentoring Movement
- Texas Charter Schools Association
- William A. Lawson Institute for Peace and Prosperity

Affiliate Engagements

- City of Houston Complete Communities SN 67
- Greater Houston Coalition on Social Determinants of Health
- Houston Area Urban League
- Institute for Urban Policy Research and Analysis
- National Low Income Housing Coalition
- Rice University Kinder Institute for Urban Research
- University of Houston College of Medicine
- University of Houston Hobby School of Public Affairs

Education Agencies/Schools Served

- **Alabama** – Birmingham City Schools
- **California** – Los Angeles Unified School District; Yuba City Unified School District
- **Georgia** – Crim High School, Atlanta Public Schools
- **Indiana** – DeKalb County Eastern Community School District
- **Louisiana** – Avoyelles Parish School Board; Breaux Bridge High School; Istrouma High School; Lakeview High School; Madison High School; Marksville High School
- **Michigan** – Detroit Public Schools; Oxford Community Schools; Port Huron Area School District; Wayne County Regional Education Service Agency
- **Mississippi** – Lowndes County School District, Meridian Public School District; Starkville School District
- **New York** – Mt. Vernon City School District
- **Ohio** – Columbus City Schools; East Cleveland City Schools; West High School
- **Oregon** – Sheldon High School; South Eugene High School
- **Pennsylvania** – The School District of Philadelphia; Lakeland School District
- **South Carolina** – Richland One School District; John Ford Middle School
- **Tennessee** – Omni Preparatory Academy
- **Texas** – Aldine ISD; Angleton ISD; Arlington ISD; Austin ISD; Bazosport ISD; Corpus Christi ISD; Dallas ISD; Denton ISD; El Paso ISD; Fort Worth ISD; Frenship ISD; Garland ISD; Harlingen ISD; Houston ISD; Humble ISD; Killeen ISD; La Joya ISD; Lancaster ISD; McAllen ISD; Nacogdoches ISD; Pearland ISD; Round Rock ISD; Spring ISD, Spring Branch ISD; Stafford MSD; West Oso ISD; Arrow Academy; Cedars International; Compass Academy; Lawson Academy; Pegasus Academy of Liberal Arts & Sciences; The Bob Hope School; The Imani School; Texas Education Service Centers (Region XI, Region XIII, and Region XX)
- **U.S. Virgin Islands** – St. Thomas-St. John School District; St. Croix School District
- **West Virginia** – Monongalia County Schools

Vision, Mission, and Planning

- **District Strategic Design Facilitation** Dallas ISD (2020), Katy ISD (2020), Frenship ISD (2019), Killeen ISD (2019)
- **District-wide Visioning Process (Board Meeting, Focus Groups, Community Summits; Leadership Campus OTI)** Dallas ISD, Dallas, TX (September – November 2017)
- **New High School Academic Programming Visioning** Killeen ISD, Killeen, TX (May – July 2017)
- **School Board Retreat: Strategic Design and Alignment and Board Meeting** Round Rock ISD, Round Rock, TX (June, November 2017)
- **District of Innovation Planning; and, District-wide Visioning Process (Focus Groups and Strategic Design Sessions); and Learner Framework Design** Aldine ISD, Houston, TX (December 2016 – June 2017)
- **District-wide Visioning Process (Focus Groups and Strategic Design Sessions); and Learner Framework Design** Fort Worth ISD, Fort Worth, TX (November – December 2016)
- **District-wide Visioning Process (Focus Groups and Strategic Design Sessions)** Angleton ISD, Angleton, TX
- **District-wide Visioning Process (Summits, Focus Groups, and Strategic Design Sessions)** Stafford MSD, Stafford, TX (September 2016 – December 2016)
- **District-wide Visioning Process (Team of 8 Board Training, Stakeholder Interviews, and Strategic Design Sessions)** Pearland ISD, Pearland, TX (November 2015 – March 2016)
- **Vision Development (Faculty/Staff/Administrator Meetings)** West Oso ISD, Corpus Christi, TX (October 2015)
- **Campus-wide Strategic Planning (Community Engagement, Stakeholder Interviews, and Strategic Design)** South Park Middle School, Corpus Christi, TX (October 2014 – May 2016)
- **Campus-wide Strategic Planning (Student Interviews and Strategic Design)** Kostoryz Elementary School, Corpus Christi, TX (October – December 2014)
- **District-wide Visioning Process (Town Hall Meetings, Stakeholder Interviews, and Strategic Design Team Meetings)** Garland ISD, Garland, TX (December 2013 – April 2014)
- **District-wide Visioning Process (i.e., Town Hall Meetings, Stakeholder Interviews, and Strategic Design Team Meetings)**, Lancaster ISD, Lancaster, TX (November 2012 – January 2013)
- **STEM Program Development/Evaluation Team**, National CARES Mentoring Program (August 2012 – 2013)
- **Graduate Profile Development**, Pegasus Academy of Liberal Arts and Sciences, Dallas, TX (August 2012)
- **Education Service Center Region 20 Leadership Retreat**, San Antonio, TX (July 2012)
- **School Board Visioning/Scenario Planning**, Wheeler Avenue Christian Academy, Houston, TX (June, Nov 2011)

School Quality Reviews (Districts/Campuses)

- **Catalyst Classrooms**, Beneke, Reynolds, and Ponderosa Elementary Schools, Spring ISD, Spring, TX (February 2020)
- **Comprehensive School Review**, Raguet Elementary, Nacogdoches ISD, Nacogdoches, TX (April 2014)
- **Quality Reviews**, Arrow Academy and WALIPP, Houston, TX; Compass Academy, Midland, TX (Spring 2013)
- **Collaborative Review Visits**, Richland County School District One, Columbia, SC (November 2011 – May 2013)
- **Site Review/Principal & Curriculum Coordinator Coaching**, Omni Prep Academy, Memphis, TN (March 2012)
- **Comprehensive Review/Strategic Planning**, Crim High, Atlanta, GA (March 2011 – November 2011)
- **Comprehensive Review/Strategic Planning**, Yuba City & River Valley High Schools, Yuba City, CA (October 2008 – May 2009);

Executive Coaching

- **Spring ISD Specialty and MIZ School Principles**, Spring, TX (September 2019 - Present)
- **El Paso ISD K-12 Principals and Assistant Principals (35+ campuses)**, El Paso, TX (June 2016 – May 2019)
- **Cedars International Charter School Principal**, Austin, TX (September 2015 – May 2016)
- **Velasco Elementary School Principal**, Brazosport ISD, Freeport, TX (September 2015 – May 2016)
- **Port Huron Area Schools Principal**, Port Huron High School, Port Huron, MI (September 2013 – April 2014)
- **East Cleveland City Schools Principal**, Prospect Elementary, East Cleveland, OH (September 2011 – April 2013)
- **Pegasus Academy of Liberal Arts and Sciences CEO and School Director Coaching**, Dallas, TX (February 2012 – May 2012)
- **Charter School Year One Start-up Support; Superintendent and Executive Principal**, WALIPP Preparatory Academy (Boys and Girls Schools), Houston, TX (April 2011 – June 2012)
- **Columbus City Schools – Leadership Team**, West High School, Columbus, OH (October 2010 – 2012)
- **Detroit Public Schools – Leadership Team**, Kettering High, Detroit, MI (September 2009 – May 2011)
- **Philadelphia Small Learning Communities**, Edison High, Philadelphia, PA (October 2008 – October 2010)

Leadership Training

- **Design Systems Collaborative**, Brownsville ISD, Fruitville ISD, Palacios ISD, Raymondville ISD (March 2020)
- **Empowered Learning Model Principal Trainings (monthly)**, Spring, TX (September 2019 – Present)
- **Design Leadership Training**, Engage2Learn, Corpus Christi, TX (September 2017 – May 2019)
- **Active Learning Framework Principal/AP Trainings (monthly)**, El Paso, TX (September 2016 – May 2017)
- **Champions by Design**, El Paso, TX (June 2016)
- **Denton ISD Collaboration**, Denton, TX (May 2016)
- **Coaches Academy**, Engage2Learn, Corpus Christi, TX (May 2015; September 2014)
- **Coaches Collaborative**, Engage2Learn, Houston, TX (July 2015, October 2014)

- **Effectively Implementing and Aligning Curriculum, Instruction, and Assessment Plans; and, Delivering Your Educational Plan to Succeed in the New Accountability System**, Texas Charter Schools Association Network Summer Summit for New Charters, Austin, TX (Summer 2013)
- **Leadership Institute**, Humble Independent School District, Humble, TX (Summer 2013)
- **Administrator/Faculty Training at 24 Campuses**, Spring Branch ISD, Houston, TX (August 2013 – January 2014)
- **Principal and Assistant Principal In-Service & Campus Visits (Collaborative Reviews)**, Spring Branch ISD, Houston, TX (September 2012 – May 2013); Nacogdoches ISD, Nacogdoches, TX (August 2012 – October 2013)
- **Leadership Institute**, Meridian Public School District, Meridian, MS (October 2012)
- **Defining Rigor and Relevance**, Spring Branch ISD, Spring Branch, TX (August 2010)
- **Leadership Team Training, Monthly Series**, Yuba City High School, Yuba City, CA (October 2009 – April 2010)
- **Introduction to Rigor & Relevance**, Sheldon Regional Feeder Pattern School Administrators, Eugene, OR (August 2008)
- **Instructional Leadership Training Series**, Oxford Community Schools, Oxford, MI (October 2008 – 2011)
- **Train-the-Trainer Workshop**, Wayne County Regional Education Service Agency, Wayne, MI (September 2008)

Instructional Coaching (All Content Areas)

- **Ross and Henderson Middle School**, El Paso ISD, El Paso, TX (September 2018 - January 2020)
- **Coronado High School and Morehead Middle School**, El Paso ISD, El Paso, TX (September 2017 - May 2018)
- **Jacquet Middle School and Glencrest Middle School**, Fort Worth ISD, Fort Worth, TX (September 2017 - May 2018)
- **La Joya High School**, La Joya ISD, La Joya, TX (October 2014 – May 2017)
- **Teacher In-Service**, El Paso ISD, El Paso, TX (July/October 2016; May-August 2017)
- **South Park Middle School**, Corpus Christi ISD, Corpus Christi, TX (October 2014 – June 2016)
- **Cedars International Charter School**, Austin, TX (September 2015 – May 2016)
- **Teacher In-Service**, Harlingen Consolidated School District, Harlingen, TX (August 2015)
- **Thelma Salinas STEM Academy; Jimmy Carter Early College High School; and La Joya Early College High School**, La Joya ISD, La Joya, TX (October 2014 - 2015)

Conferences & Presentations

- **Racial Health Disparities Panel, Moderator**, Center for Civic & Public Policy Improvement, Virtual-Houston, TX (June 2020)
- **Engage2Learn Unconference**, A Framework for Designing All Day Virtual PD Presenter; and Virtual PD Panelist (May 2020)
- **Strategic Risk Taking for Youth Panel Member**, Jack and Jill of America – Houston Chapter, Houston, TX (Summer 2019)
- **Diminished Finances, Difficult Decisions: Refocus via an Efficient/Effective Model**, 2011 Texas Charter Schools Conference, Galveston, TX (November 2011)
- **Student Engagement: Creating a Culture of Academic Achievement**, Improving Instructional Effectiveness Summit DeKalb County Eastern C.S.D., Butler, IN (August 2011)
- **21st Century Learning**, Mount Vernon City School District, Mount Vernon, NY (December 2010)
- **High Performance Leadership: All Eyes on Quality, All Eyes on Data**, 14th Annual Texas Charter Schools Conference, San Antonio, TX (November 2010)
- **Using a Responsive Model of Sustained Excellence to Improve Quality Performance**, 13th Annual Texas Charter Schools Conference Fall Symposium, Dallas, TX (May 2010)
- **Partnership for Leadership Summit Presenter**, Columbus City Schools, Columbus, OH (August 2009)
- **Building Schools for the 21st Century – Facilitator**, Monongalia County Schools, Morgantown, WV (June 2008)
- **Embracing Change at Breaux Bridge High School**, ICLE Model Schools Conference, Orlando, FL (June 2008)
- **The Challenge to Create a Whole-School Culture**, Response to Intervention Institute, Austin, TX (June 2008)
- **Data & Effective Change Leadership**; Lowndes County Principals Institute, Columbus, MS (May 2008)
- **Systems for Growing Self & Staff**, Whole School Reform Symposium: Best Practices to Engage 21st Century Learners, International Center for Leadership in Education, San Diego, CA (February 2008)

Continued Education

- **GROWE Coaching model**, Engage Learning, 2016 – 2020
- **Engage Learning Model for Problem-Based Learning**, Engage Learning, 2014 – 2016
- **Performance Measurement for Government and Nonprofit Organizations**, The Evaluators' Institute at The George Washington University, 2012
- **Effective Reporting Strategies for Evaluators; and Professional Standards and Principals for Effective & Ethical Practice**, The Evaluators' Institute at The George Washington University, 2010
- **A Dream Deferred: The Future of African American Education**, The College Board, 2010
- **Model Schools Conference**, The International Center for Leadership in Education, 2006 – 2009
- **Whole School Reform/Reinvention Symposium**, The International Center for Leadership in Education, 2006 -2008
- **All Kids College Ready**, Bill and Melinda Gates Foundation, 2007
- **SREB Creating a High Performance Learning Culture; Leading Assessment and Instruction**, Region XIII, 2007
- **Encouraging Students to Complete a Rigorous Curriculum: Personalizing the Learning Environment**, Southern Regional Education Board, 2006
- **90th Annual NASSP Convention and Exposition**, National Association of Secondary School Principals, 2006

- *Reach'em, Teach'em, Keep'em Conference*, The George Washington University Freshman Transition Initiative, 2006
- *Grantsmanship Training Program*, TGCI The Grantsmanship Center, 2005
- *Training for District Assessment Coordinators*, Region XIII, 2005
- *Curriculum/Special Education Leadership Network*, Region XIII, 2004 – 2005
- *Board Member Training*, Charter School Resource Center, 2003 – 2005
- *Comer Process*, Prince George's County Comer SDP Regional Professional Development/Training Center, 2004
- *A+ Best Practices*, Charter School Resource Center, 2003 – 2004
- *Midwinter Administrator's Conference*, Texas Association of School Administrator's, 2002 – 2004
- *Nonviolent Crisis Intervention Training*, The Austin Area Charter School Cooperative, 2003
- *Malcolm Baldrige Approach to School Excellence*, Jim Shipley & Associates, 2003
- *Teacher Appraisals and Dismissals in Texas*, Lorman Education Services, 2002

Current/Past Professional Affiliations

- *American Evaluation Association*
- *American Educational Research Association*
- *Association for Supervision of Curriculum Development*
- *Harvard Principals Institute*
- *National Association for Developmental Education*
- *National Association for Equal Opportunity in Higher Education*
- *National Association of Secondary School Principals*
- *Southwest Association of Student Assistance Programs*

EDUCATION

- Fordham University** New York, New York: Fall 2004
Masters of Science in Teaching English as a Second Language
- North Park Seminary** Chicago, Illinois: Degree not yet conferred
Double major in Non-Profit leadership and Family Ministry emphasis in Liberation Theology (Equity)
- Nyack College** Nyack, New York: May 2003
Bachelor of Science in Elementary Education with a concentration in English and History
Dean's List recognition and honorable mention

LICENSES

New York Provisional Certificate for Teaching, PreK-6
New Jersey Certificate for Teaching K-8
New York English as a Second Language Teaching Certificate Pre-K- Adult
New Jersey Middle School History Content

EXPERIENCE AND RESPONSIBILITY

12/2017- Present

Vice President, Equity and Anti-Oppression, The Achievement Network

- **Created an equity definition for ANet to support external equity charge of the organization**
 - Conducted a Root Cause analysis and identified a need for a normed definition of equity
 - Created equity sessions to unpack the meaning of the definition and how it might impact products and service
 - Conducted extensive research, session designs, a rigorous feedback loop with key stakeholders
 - Published definition and designed roll out to support the organization in internalizing the work
- **Leading a transformational anti-racist organizational change committee**
 - **Vigorous research** of other organizations who specialize in anti-racism work and who have implemented anti-racist tenants.
 - **Facilitated training and vision setting** meeting with key stakeholders in the organization
 - **Built belief and momentum** in the work through leadership interactions
 - **Designed structure, function and vision** of a Anti-Racist Organizational Change Team
 - Executed **extensive outreach** across the organization to recruit for the change team exceeding goals
 - **Managed external partnerships** to support the work
 - **Supported in internal communication** of the work including podcasts, one on one conversations, written communication and webinars.
 - **Designed vision for ongoing training** for members of the organization
- **Equity advisor and consultant support to implement:**
 - the organization in Internalizing **anti-racist organization continuum**
 - equity support in **on-boarding coaches** and support for coach practices around equity and literacy
 - equity within **new partnership and new teacher organization**
 - Equity support in **external system support**
 - **Manager support** in team development
 - Support to **leaders across the organization** in identifying how bias plays on within their leadership
 - Close partnership and support of the Chief Talent and Equity Officer
- **Equity and non-profit leadership expertise**
 - Professional Development Session- Developed and facilitated sessions including:
 - Greater Newark Charter School - Conversations between parents and teachers; Developing a culturally relevant curriculum I & II
 - ANet - Intro to ANet for leaders and teachers through an equity lens; Facilitating conversations about race
 - Professional Development Sessions and Graduate Courses-attended
 - **Beyond diversity (4 years of training)**

- Anti-oppression and compassion training; Facilitating conversations about race; Diversity Simulation of Power dynamics; Equity within the school system and school culture
- **The Sankofa Experience** at North Park Theological Seminary combines graduate level readings, films, classes and community meetings concerning social constructions of race and how they impact other identities. The experience culminates in a 60-hour bus pilgrimage (modeled after the historic freedom rides) across the United States where participants grapple with what it means to become a beloved community.
- **North Park Seminary courses** - Organizational behavior and ethics; Conflict management; Ethical leadership; Pastor care and community justice; Religion and cultures

7/2015- 2017

Managing Director/Senior Director, The Achievement Network

- **Managed Nashville District Partnership**
 - Built strong relationships across a highly political landscape
 - Led literacy professional development sessions across multiple tiers of the organization
 - Set the vision and trajectory of the Nashville work with partners and ANet's internal team
 - Designed and facilitated two years of literacy professional development for high school and middle school leaders
 - Created and facilitated training for literacy leaders in support of common core standards
 - Partnered with external partners to support the work in Nashville such as Unbound Ed, Washington University
- **Hired and on-boarded Coaching Team**
 - Created on-boarding plan with an emphasis on equity development
 - Trained coaches through modeling, professional development, and team collaboration
 - Created and facilitated two years of weekly team development meeting

7/2012-2015

Director of School Support, The Achievement Network

Develop influence and reach of school leaders to sustain and build strong data-driven instruction throughout their school

- **Learning and Development liaison** designing a plan that supports charter engagement vision
- **Tailored and facilitated** five consecutive district writing trainings with one on one coaching follow up
- **Assess school leadership team culture** and develop clear action steps to improve and share lessons learned
- **Facilitated numerous professional development** sessions with a record of high feedback
- **Managed multiple projects** plans including, ELA internalization, Looking at Student Work, Support Planning
- **Managed difficult district relationships** in order to support schools

Goals

- Develop ongoing routines that encourages members to support each other with development areas
- Help the NJ team to create a 21st century workplace that allows for employees to define clear priorities, increasing interdependence among team while creating effective boundaries for the group as a whole and share lesson learned with the larger organization
- Continue to dig deeper on race and how it plays out in our work while impacting the greater organization

Team Culture and Equity Focus

- Led team in identifying the need for a team culture statement, supported in the development of the statements with plans on to live out the vision and share the vision with the larger organization.
- Led team in identifying their personal strengths and growth areas. Identified team strengths and growth areas. Leveraged team relationships to help to support each other professionally and personally.
- Supported professional development around race and privilege and designed on-going partnership with the broader ANet community and Beyond diversity
- Partnering with community organization and ANet human resource team to support in vision for greater support managers in order to support their coaches in work life balance

Led Beyond Diversity Organizational Change Team

- Created the vision and implemented project plan for the Beyond Diversity Group
- Led planning team in support of roll-out of project plan
- Objectives of the group including: (1) Establishing common language to communicate about race and privilege, (2) Understanding how early messages about race and racial differences affect how individuals view the world (3) Learning how white racial privilege shapes the lives of white people and people of color (4) Investigating what individuals can do to address the impact of privilege in schools. (5) Train a team member from eighty-five percent of the organization to facilitate conversations of race.
- Co-Led monthly meeting to train participants in leading team conversations about race and privilege
- Led team in identifying the need for a team culture statement, supported in the development of the statements with

- plans on to live out the vision and share the vision with the larger organization.
- Organized logistics of in-person training for 20 members from across the organization
- Led work sessions in creating tools to support ANet's internalization of equity content within our model

Lasting Impact of the Beyond Diversity Group

- On-going training from Beyond Diversity for three subsequent years
- Senior Team introduction to anti-racist continuum, the foundation for current anti-racist work in the organization
- ANet members volunteered for an LGBTQ+ sessions led by Beyond Diversity
- ANet implemented affinity groups as recommended by the ANet Beyond Diversity team
- Beyond diversity led reform of the new Advanced Equity core value, strengthening the vision even further
- Deeper conscience and commitment to anti-racism work.

8/04-6/2012

Literacy, History and Math Teacher for middle school students, Newark, New Jersey

Developed and taught standard-based curriculum at Greater Newark Charter School

Entrepreneurial Spirit who successfully made organizational impact through work

- **Led** low performing students towards advance proficiency:
 - **Utilized** Understanding by Design framework to plan units in a “backward design”
 - **Promoted deeper** and more substantial mathematical understanding by using a standard-based curricula
 - **Analyzed data to create instructional plans** to increase student performance
 - **Created** instructional plans based on data to improve classroom instruction
 - **Piloted** Singapore math program in the 5th grade
 - **Piloted** Internet Based assessment, Study Island, which provided detailed progress of student performance
 - **Increased** student work production resulting in academic gains.
 - **Used academic data** to individualize learning in order achieve maximum student success

Transformational Leader who inspires others to discover their full potential

- **Co-authored professional** handbook to assist teachers in unit planning
- **Conducted** classroom observations of pre-service Drew University graduate student teacher
- **Assessed** Drew University graduate student performance and conducting reflection meetings
- **Developed and facilitated** professional development workshops called,
 - “Bending the will of a child without breaking their spirits”
 - “Conversations between parents and teachers”
 - “Developing a culturally relevant curriculum I & II”
- **Co-Leading Public Relations** committee for a Newark Community Garden
- **Participating in Community Development** for the city of Newark
- **Participating in Greater Newark Charter School** hiring Committee

10/05-1/10

Adjunct Professor for Institute for Intensive English Union County College, Elizabeth, New Jersey

Taught level 1-5 reading, writing, grammar, speaking, listening and comprehension with high success on college exam

*Acknowledged for excellent **adult active learning methods***

- *Taught adults from a wide range of ethnicities and educational backgrounds*
- *Consistently received excellent student and administration evaluations*
- *Prepared syllabus and course outcomes*
- *Maintained outstanding relationships with students and staff*

Reference availability upon request

Tony Plunkett

plunkettanthony@gmail.com 657 E. 26th St 3P, Brooklyn, NY
(718) 207-7754

PROFESSIONAL EXPERIENCE:

**MD, Equity and Program Strategy; Achievement Network, Boston, MA
2015-Present**

- **Advance Equity**
 - Work in partnership with teams across the organization to set the vision and strategy for defining educational and institutional equity aims
 - Drive implementation of our anti-racism educational equity strategies
 - Develop, collect & curate equity/anti-racism related resources for the organization
 - Execute differentiated org-wide learning opportunities including skill building of equity literacy, and anti-racism development; e.g. Learning Together or other opportunities
 - Participate in Antiracist Change Team trainings and work, including:
 - Joining sessions with Beyond Diversity
 - Supporting the development and roll-out of the org-wide standards and strategy
 - Participating in the Communications Change Team
 - Co-facilitating Learning Together sessions
 - Managed and supported process of working with ELA and math content teams to build out existing bias and sensitivity review processes to incorporate a committee of ANet coaches and staff
- **Advance Strategic Assessment Priorities**
 - Managed projects that advance key strategic assessment priorities and questions that define future offerings by working closely with math and ELA assessment directors and across teams, engaging partners and external experts, and understanding the external landscape
 - Managed learning agenda to inform decisions about new assessment products and innovations
 - Engaged internal and external stakeholders to understand opportunities
- **Understand External Landscape and Partner Needs**
 - Stay current on national trends in the assessment landscape and district and state assessment policy to inform current and future offering and communication
 - Served as resource to the team and organization and lead opportunities to build knowledge and expertise
 - Managed partner engagement plan and work closely with leaders of the Assessment team to create opportunities to gather feedback from and understand the needs of current and future partners
 - Managed plan for the engagement of external experts and the convening of the Assessment Advisory Committee
- **Assessment Communication**
 - Developed and manage assessment team communication plan, including all

resources and information shared internally or externally as well as network team rhythms

- Managed responses to external requests and collaborate with content teams to prepare presentation materials for network team and external meetings

Executive Director, Assessment Design, Policy and Communication, Division of Curriculum & Instruction Tennessee Department of Education (TDOE), Nashville, TN 2012-2015

- **Assessment Design:**
 - Collaborated with senior leadership on the fiscal year agenda; work with division project management to determine project requirements, budget estimates, and resource allocations
 - Directed, in collaboration with senior leadership, the development of new assessment programs and supporting products, including the development of test specifications, generation of items, accessibility frameworks, the design and execution of pre-testing plans, the assembly of final forms, and the creation of reporting documentation
 - Managed and direct developments for existing assessments and supporting resources, serving as a primary contact with vendors under contract
- **Policy:**
 - Managed coordination between division and State Board of Education and General Assembly, including approval of fiscal notes and responses to legislative bills and queries relating to curriculum and instruction
 - Worked with senior leadership to ensure that state board and legislative policies align with priorities of division and promote student achievement

Common Core Program Manager, NYC Department of Education; New York, NY 2011-2012

- Managed and/or supported all operational activities, including budgeting, procurement, purchasing and general pilot support activities for 2 of 5 citywide Common Core Pilots
- Engaged key stakeholders (networks, school personnel, teacher teams involved in the pilot) to design and build support for the Common Core work. Gathered information about school and network reception of various supports and communications to help inform policy decisions, future planning and implementation work
- Collected, analyzed, and interpreted data; prepared statistical and narrative reports and/or graphs, as appropriate; assisted with preparation of manuscripts for publication; and presented research results to DOE leadership. Continuously evaluated processes, policies and procedures and provided feedback to senior leadership on opportunities for improvement to better meet the needs of educators

EDUCATION:

- **Pace University; New York, NY 2003-2005**
 - Master of Science in Teaching (Focus on Elementary Education)

- **Brown University; Providence, RI**
 - B.A. History

1997-2001

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

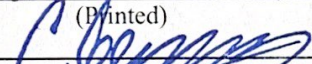
Vendor Name: The Achievement Network, LTD.

Vendor Address: One Beacon Street, 2nd floor, Boston, MA 02108

Vendor E-mail Address: jjessop@achievementnetwork.org

Vendor Telephone: 504-377-6820 Fax Number: —

Authorized Company Official's Name: Carter Romansky

Signature of Company Official: 
(Printed)

Date: 7/23/20

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

- a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;
- b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;
- c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;
- d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;
- e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;
- f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and
- g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By:  (signature)

Printed Name and Title: Carter Romansky, Chief Business Officer

For and on behalf of: The Achievement Network, LTD.
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, _____, being of legal age and having been duly sworn upon my oath,
state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by The Achievement Network (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER

AFFIANT SAYETH NOT

By: [Signature] (individual signature)

For The Achievement Network, LTD. (company name)

Title: Chief Business Officer

Subscribed and sworn to before me on this 21st day of July, 2020.

[Signature]
NOTARY PUBLIC

My commission expires:



PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS



ACHIEVEMENT NETWORK
Learning. Together.

ACHIEVEMENT NETWORK (ANET) RESPONSE TO RFP

PROPOSAL-Professional Development for
Social Justice for Anti-Racist Schools

July 24th, 2020

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

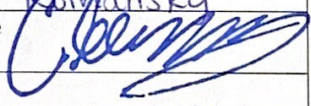
**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name The Achievement Network, LTD.	Authorized Person Carter Bondansky
Address One Beacon Street, 2 nd floor	Signature 
City, State, Zip Boston, MA 02108	Title Chief Business Officer
Tax ID# 20-3289870	Phone 504-377-6820
Entity Type Non-profit	Email jjessop@achievementnetwork.org

PART I: INTRODUCTION AND PROCESS

Table of Contents

Use the following links to navigate throughout ANet's proposal.

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Introduction

The Achievement Network (ANet) is an education nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. ANet partnerships help educators deepen their belief that all students come with valuable knowledge and an innate ability to learn, that educators must actively work to hold high expectations for all students, and that educators must recognize and disrupt their own/others' biases, which can erode expectations for students.

We support educators in building an instructional culture across classrooms and schools that is representative of all students' cultures and cultivates a growth mindset.

ANet takes an anti-racist approach in all aspects of our work. If selected for this opportunity, ANet will deliver professional development for social justice to educators at Ferguson-Florissant School District. ANet brings years of expertise in anti-racism and anti-oppression orientation work within the context of K-12 education and student achievement.

ANet is uniquely positioned to deliver professional development for social justice to educators across the Ferguson-Florissant School District for three primary reasons:

1. ANet has 15 years of experience supporting equitable instructional practices.

Founded in Boston in 2005, ANet has 15 years of experience supporting equitable instructional practices in schools and districts across the country. We currently work with nearly 1,000 schools and over 100 systems in 26 states and the District of Columbia. ANet's work focuses on supporting educators in delivering equitable, high-quality instruction through professional development, coaching, and instructional resources.

ANet's work has included anti-racism training for teachers, workshops on the achievement gap affecting students of color, and seminars on racial identity development, sexual orientation, and organizational development on equity and anti-racism priorities.

2. ANet has worked towards becoming an anti-racist organization over the past 8 years.

ANet's purposeful decision to become an anti-racist organization has facilitated frequent opportunities for ANet staff to engage with and practice equity both internally in our organization, as well as our work with schools.

Internally, ANet established an "Anti-Racist Organizational Change Team" that provides leadership and momentum around anti-racist organizational development. The Change Team evaluates ANet's progress and plans for future growth by establishing clear and meaningful goals towards becoming an anti-racist organization. The broader Change Team working group includes five strategically focused teams of 15-20 team members each with a 50:50 balance of people of color and white people from across the organization.

The Change Team created a strategic plan and anti-racism standards to guide ANet through our journey of anti-racism, which helps us to provide the best service possible to our partners. ANet's lived experience of creating a Change Team and taking the steps towards becoming an anti-racist organization gives us the on-the-ground experience necessary to support Ferguson-Florissant in their aims of anti-racism and social justice.

3. ANet has the highest quality professional development and materials in the country.

Student Achievement Partners (achievethecore.org) has praised the quality and standards alignment of ANet's instructional materials and professional development. Further, the Louisiana Department of Education (LDOE) recently classified ANet ELA and math assessments and supporting materials as Tier 1—*“Exemplifies quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.”*

ANet materials and professional development drive student achievement and support equitable instruction. ANet will leverage our industry-leading expertise on high-quality instruction, anti-racism, and anti-oppression to support Ferguson-Florissant School District. ANet will provide best-in-class professional development that is aligned to research-based best practices of adult learning.

ANet's Approach to Anti-Racism & Anti-Oppression

Educational equity is at the center of ANet's work and mission. We are committed to becoming an [anti-racist organization](#), meaning that we actively fight against racist and oppressive systems and structures in our organization, schools, and communities. We believe that an anti-racist approach supports school leaders to guarantee that all students receive a high-quality education.

Today, COVID-19, unemployment, and police brutality is disproportionality affecting people of color. Dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure safety, and realize the potential of every Black and Brown child and adult. As protests have spread throughout our country, we stand in solidarity with communities of color because our liberation is wrapped up in their liberation.

We have been on an anti-racist journey, doing the effortful learning over the past several years and this is the moment to put our learning into practice by showing up for each other and for our partners in a way that reflects our [anti-racism standards](#) and [policy](#). ANet believes:

- All forms of oppression prevent marginalized students from experiencing educational equity.
- Racism and other forms of oppression have prevented and continue to prevent students from racially marginalized communities from experiencing educational equity.
- Students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent are at risk for lowered

expectations due to the effects of systemic oppression, white supremacy culture, and unconscious biases.

- Access to high-quality, equitable education for all students is a matter of justice.
- In order to achieve equitable instruction, we must recognize, respond, and provide support and resources consistent with anti-oppression principles.
- When given access to standards-aligned, culturally diverse curricula and assessments, paired with educators who believe in and provide consistent high-quality instruction, students in marginalized groups can achieve at a high level.
- The same systems and beliefs of oppression that impact students do not stop at the schoolhouse door and may directly impact employee experience in our organization.

We believe dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure the safety, and realize the potential of every Black and Brown child and adult.

As educators, our work in equity and anti-racism demands that we look not only at these systems, but at ourselves. We believe that we must take bold action to ensure justice for Black students, families, educators, and communities.

A Message from ANet's CEO, Mora Segal

The principal of Shaker Heights High School in Ohio wrote [a letter](#) to his community in response to the killing of George Floyd, and this letter inspired me to share a personal reflection with you. As ANet's white CEO, I have been on a journey to deepen my compassion for people of color—people whose lived experience includes things I've never had to think about.

This journey has been wrought with personal mistakes, realizations of ways I've previously failed my own staff, and recognition of a disconnect between our more technical work and our work with partners to help them understand the purpose beneath the data. It has been an ongoing process for years, fueled by calls to action by courageous people of color on our staff. They have helped me understand that being "not racist" is nowhere near enough as we work together to dismantle the immense systemic barriers in our educational system and our country.

I am grappling with many emotions as I look for ways we can take action that will meet the magnitude of this moment. But for communities of color this pain is not new—it is not just a moment. That is why we must focus on creating enduring change. At ANet, we've been engaging in these conversations and taking action as an organization for seven years. [Here](#), you'll find a statement of what ANet is doing and our anti-racist policy if you would like to learn more about this ongoing work.

In partnership,
—Mora Segal, ANet CEO

A. Basic Information

- **Name of organization** - The Achievement Network, LTD (ANet)
- **Size and organization of the company** - The Achievement Network, LTD. is a 501(c)3 nonprofit governed by a board of directors with 210 full time employees.
- **Direct mailing address** - One Beacon Street, 2nd Floor, Boston, MA 02108
- **Overview of organization history** - In addition to what we shared in the “Introduction” section above, ANet was founded in Boston in 2005 by a group of school leaders. We have 15 years of experience supporting schools and districts in delivering high-quality instruction and driving student achievement. ANet partners with nearly 1,000 schools and over 100 systems across the country.

B. Vendor Personnel Profile

The following personnel will provide service to Ferguson-Florissant School District and deliver high-quality professional development and coaching around anti-racism and social justice. ANet will also draw support from Dr. Sean Haley of the Haley Responsiveness Education Corporation to share his expertise in anti-racist training and cultural responsive education. Dr. Haley’s bio is also listed below. See the Appendix for attached resumes of all personnel listed.



Brod Boxley - *Managing Director, ANet Equity & Network Strategy*

Brod is a veteran ANet coach who works with current school partners in Philadelphia and advises the organization on incorporating equity and anti-oppression into our work alongside schools and districts. Before coming to ANet, Brod worked as an educational consultant on various school turnaround and improvement projects; he was also a school administrator for seven years.

He received a Doctorate of Education in Organizational Leadership from the University of Pennsylvania. Some of his past work has included:

- Central District Leadership Coaching; School District of Philadelphia, NJ
- Network Turnaround; NJ Dept of Education for Shabazz High School. Newark NJ
- Bias reduction training; National Board for Professional Teaching Standards.
- Equitable Math Practices; The Education Trust, Washington, DC.
- Founding design of Middle School; Boys Latin of Philadelphia School, Philadelphia, PA
- Citywide Black Male Mentoring Consortium: Urban Youth Racing School, Philadelphia, PA,
- Urban High School Achievement Incentives; A’s for J’s; Jordan Brand, NY, New York.
- Equitable Instructional Leadership Coach; , Great Oaks Legacy Charter School, Newark, NJ
- Equitable Instructional Leadership Coach; District 4, NYC Department of Education.
- Equitable Instructional Leadership Coach; Scholar Academies, Wash. DC and NJ
- Professional Learning for Equitable Instruction; Delaware Department of Education, DE



Marie Kodama - Senior ELA Content Specialist & member of ANet's anti-racism and culture team. Marie works to embed equity and anti-oppression principles into ANet's instructional products. Before coming to ANet, Marie conducted research on peace education by surveying and interviewing teachers and on bias in social studies education by analyzing textbooks. Marie has also taught English as a second language in Boston as well as in Japan and South Korea. She received a Masters in International Comparative Education from Stanford University.



Sean A. Haley - President, Haley Responsive Education Corporation (HREC) Founded in 2008, HREC supports organizations in promoting anti-racism using uniquely tailored strategies. Sean leads a team of HREC consultants that focus on creating organizational efficiency, stakeholder achievement, and client success. Sean has personally impacted outcomes in communities of various demographics while working with community leaders, stakeholders, and hundreds of educators nationally.

Sean supports educators in building capacity to transform environments to become more responsive to the needs of all community members. He has worked in more than 15 states across the country providing improvement and transformation support to schools (levels PK-12). Some of the districts and campuses served include:

- Texas - Aldine ISD, Angleton ISD, Arlington ISD, Austin ISD, Corpus Christi ISD, Dallas ISD, Denton ISD, El Paso ISD, Fort Worth ISD, Houston ISD, La Joya ISD, Katy ISD, Spring ISD, Spring Branch ISD, Stafford MSD;
- California - Los Angeles Unified, River Valley HS, Yuba City HS;
- Louisiana - Avoyelles Parish, Breaux Bridge HS, Lakeview HS, Madison HS, Marksville HS;
- Michigan - Detroit Public Schools, Port Huron HS, Wayne County Regional Education Service Agency;
- Mississippi - Lowndes County School District, Starkville School District;
- Ohio - Columbus City Schools, East Cleveland City Schools;
- Pennsylvania - Lakeland School District, School District of Philadelphia;
- South Carolina - Richland One School District;

Sean earned a B.A. degree in Psychology from Morehouse College, an M.Ed. in Curriculum and Instruction and Ph.D. in Educational Psychology from the University of Texas at Austin. Continued educational experiences include studies at The Principals' Center at Harvard University Graduate School of Education and the Evaluator's Institute at George Washington University.



Tamoya Rose-Watson - *Vice President, ANet Equity and Anti-Oppression*
 Tamoya is a veteran classroom teacher, leadership coach, and leader in anti-racism with over 15 years of experience. Tamoya designed ANet’s anti-racism framework for the organization and has facilitated anti-racist trainings for over 200 ANet staff members.

Tamoya designed, implemented, and continues to lead ANet’s Change Team and long-term strategy in anti-racism through the Anti-Racist and Culture Team and the Change Team at ANet.

Prior to her role as the vice president of equity and anti-oppression, Tamoya managed a team of ANet coaches to ensure they provided high-quality instructional support to schools and districts, and was an ANet coach herself. As a coach, Tamoya supported ANet’s first district-wide contract, which resulted in the start of our organization-wide anti-racism work. Tamoya has a Masters in teaching English as a second language from Fordham University.



Tony Plunkett - *Managing Director, Communication, Culture, and Anti-Racism*
 Tony works to support the ANet program team in pursuit of their equity-focused goals. Before coming to ANet, Tony worked as a teacher in New York City public schools as well as in assessment-focused roles at the district and state level in New York and Tennessee. Tony helped to lead the team that led the largest teacher-led training in Tennessee history. He received a Masters in Elementary Education from Pace University.

C. Vendor Experience Profile

ANet and our team of experts have decades of collective experience supporting equitable instruction, implementing anti-racist policy and practices, and delivering culturally responsive training.

ANet has expertise in not only fostering a culture of anti-racism, but also in making explicit connections between anti-racism and its application towards instructional leadership. As outlined below, we are ready to support the Ferguson-Florissant District in highlighting how anti-racist standards manifest in educational contexts such as in content-specific instructional guidance or professional development from the District.

Anti-Racist Policy and Practices - ANet has lived out our core values to advance equity through internal anti-racist development that has led to a formal anti-racist Policy (linked [here](#)) that culminates in anti-racist commitments that includes partner service for supporting culturally responsive learning for all students. The policy is announced in [this blog post](#).

Equitable Instruction - Our formal partnerships with nearly 1,000 schools and over 100 systems across the country are all organized with the commitment to work alongside partners to [move](#) toward [equitable instruction](#) through an anti-racist lens which includes [anti-oppression principles](#).

Instructional Leadership - ANet has centered its impact focus on influencing Instructional Leadership as defined as: Principals are instructional leaders who collaboratively establish a vision and school-wide culture for teaching and learning that ensures equitable instruction meets the needs of all students, including those who are most marginalized (multi-language learners, students with learning and attention issues, and students of color). They serve as lead learners in the school building by deepening their understanding of standards, while building the capacity of their instructional leadership team and teachers through a system of professional learning, including consistent feedback cycles, PLCs, and regular reflection opportunities, driven by data. They work alongside an instructional leadership team to execute their vision around teaching and learning to ensure that all students exceed a common standard through high-quality instruction.

Lead the Change - ANet delivered a series of professional development sessions to a cohort of ANet partner schools in Boston that were focusing on increasing access to equitable instruction through an anti-racist lens. The program balanced leadership personal and professional growth towards anti-racism as well as a focus on increasing student learning.

Equity and Anti-racism for Leaders and Teachers - ANet curated and developed powerful content to support culturally responsive education for more than 30,000 leaders and teachers through our online data and resource platform, myANet. For example, one resource available is called, "[Equity and Anti-racism for Leaders and Teachers](#)".

Equity Literacy - Great Oaks Legacy School in New Jersey partnered with ANet to build equity literacy skills that enable leaders, teachers, and educational assistants to recognize and respond to bias and inequities impacting student experience. The series focused on local school-based scenarios, practice, and application to classroom instruction.

Bias and Sensitivity Focus - As part of our anti-racist work and commitment to equity, we have increasingly applied the lens of equity to address biases in our products and services. We have developed a process over time to ensure that all of our instructional products are free of any potential bias or sensitivity concerns. This has involved training a group of individuals across the organization to understand and identify ways that our products could unintentionally create inequities in student's ability to access content and demonstrate their learning. For example, we review all texts on our assessments for bias and sensitivity considerations, including:

- Does the passage disadvantage any population (gender, race, ethnicity, language, religion, socioeconomic status, disability, or geographic region) for non-educationally relevant reasons?
- Does the passage contain controversial or emotionally-charged subject matter that is not supported by the standards?
- Is the passage potentially offensive, demeaning, insensitive, or negative toward any population?
- Does the passage depict any population in a stereotypical manner?

Passage Equity - We recognize that in addition to eliminating bias and sensitivity issues in our instructional products, in order to develop anti-racist materials, we must also actively center stories about characters or figures of color and elevate the voices of authors of color in the texts that students read.

We are currently leading a five-year effort to ensure that at least 60% of our texts have main characters of color, well above the children’s publishing industry average of 23%. We have heard demand among districts and schools aiming to increase representation in their curricula to have coaching around our approach; in response, we have made public our [guidance](#) and [tool](#) that lay out our considerations on race as well as gender, disability, and socioeconomic representation.

ANet’s Results

ANet third-party evaluations confirm that ANet’s model is effective. ANet’s model is considered “Tier 1 - Strong Evidence” under ESSA by multiple states, including Massachusetts and Nevada, because third-party evaluations confirm that ANet’s model drives student learning.

Investing In Innovation (i3) Randomized Control Trial

In 2015, we shared the results of a randomized control trial conducted by Harvard University’s Center for Education Policy Research (CEPR). This trial was funded through a prestigious Investing in Innovation (i3) grant and showed that ANet schools with the right structures in place (such as common planning time) significantly outperformed non-ANet control schools.

Students in ANet schools achieved roughly six months of additional learning over the two-year study compared to students in non-ANet control schools.

The study also showed that educators recognized ANet tools and support to be higher quality than the control materials and support. Partnership with ANet also led to statistically significant improvements in instructional practice, including:

- Teacher collaboration happened more regularly and more productively at ANet schools than at control schools.

- Leaders set up routines that facilitated strong teacher development and built their own skill leveraging time effectively.
- Teachers developed critical skills of analysis and planning.

This trial was conducted in 89 schools and included roughly 21,000 students, making it one of the most robust evaluations of support for improving the practice of school leadership teams ever conducted.

Track Record of Success - End of Year Summative Data

Students in ANet partner schools across the country are consistently outperforming their peers based on end-of-year summative data. Following are additional examples of how ANet drives student learning, based on 2018-19 end-of-year summative assessment data .

- **Ohio** - In math, roughly 70% of ANet partners saw greater gains than non-ANet partners in the state. Lorain Public Schools became the first district to emerge from turnaround status in Ohio history and recognized the greatest gains of any district in the state.
- **Illinois** - Two-thirds of ANet schools in Chicago Public Schools are in good standing according to the SQRP accountability metric, compared to four years ago where only one-fourth of ANet schools were in good standing by the same metric.
- **Louisiana** - In a student growth measure that was introduced last year, nearly 75% of ANet schools demonstrated above-average student growth, an increase from over half from last year.
- **Maryland** - Baltimore City Public Schools schools have seen gains in math proficiency rates over the past 2 years, with coached schools making the greatest gains—over three times the rate of all schools statewide.
- **Colorado** - Over the course of four years, approximately 15% of ANet schools have moved from a Red or Orange School Performance Framework (SPF) rating to a Yellow or Green SPF rating, compared to 4% of non-ANet schools across the state.

In addition to broader student achievement trends across our networks, many communities we serve experienced notable progress among marginalized student groups.

- **District of Columbia** - Students that are ELL in ANet schools outpace their peers in non-ANet schools, making greater gains in both math and ELA over four years. Low income students show this same trend.

- **Massachusetts** - In Springfield, schools with strong leader practices closed the gap in ELA between African-American and white students from 18 percentage points to 6 over two years.
- **Ohio** - In math, Hispanic students closed the gap with white students to only five percentage points, compared to the rest of the state where the gap sits at over fifteen percentage points.
- **New York** - Hispanic students in ANet schools showed greater gains in math than the state average over four years, as well as students that are economically disadvantaged in ANet schools showing greater gains than students in non-ANet schools across both subjects.
- **Nevada** - Both students that are economically disadvantaged and students with disabilities in ANet schools made greater gains in a single year, compared to their peers in non-ANet schools.

D. References

Mary McCarthy, *Director of Talent*

Neighborhood House Charter School (Boston, MA)

(617) 825-0703

mmccarthy@thenhcs.org

ANet partners with nearly 1,000 schools and over 100 systems across 26 states and the District of Columbia. The following is a short subset of ANet partners to highlight our work across the country. ANet partners with districts of all sizes. Please reach out to Jocelyn Jessop, *RFP Manager* (jjessop@achievementnetwork.org) for more information on ANet partners over the last five years.

Chicago Public Schools (IL), Fort Dodge (IA), School District of Philadelphia (PA), Baltimore City Public Schools (MD), Detroit Public Schools Community District (MI), District of Columbia Public Schools (DC), Denver Public Schools (CO), Great Oaks Legacy Charter School (NJ), Jefferson Parish Public Schools (LA), Shelby County Schools (TN).

E. Proposed Fee Structure

ANet prices our professional development per facilitator, per day. One full day of facilitation with one facilitator is \$2,800. We also price for preparation time: preparation costs for one full day of facilitation for one facilitator is \$1,400, for a total of \$4,200 per facilitator, per day. This price may shift depending on the number of facilitators and the amount of preparation time needed per facilitator. This cost is inclusive of all overhead and travel costs.

We are flexible in our offerings in order to meet the needs of Ferguson-Florissant. Please reach out to us with further questions regarding our professional development pricing and scope of work. All staff trainings are highlighted in light blue.

Session Title	Session Details	Price
Virtual Learning Playlist	School and District leaders will receive an asynchronous playlist of professional development digital resources to access at any time to build their knowledge and skill in service of their anti-racist development and equitable instruction. <ul style="list-style-type: none"> <i>Audience - School and District Leaders</i> 	<i>No charge</i>
August, 2020 August 14 - Keynote Anti-Racism and Racial Trauma Relief	ANet will provide training to all staff on what it means to become an anti-racist organization, the personal commitment necessary to achieve success, and the structure we will use to create and meet district goals. <ul style="list-style-type: none"> <i>Audience - All Staff</i> <i>Logistics - 2.5 hours, 5 facilitators</i> 	\$8,750
September, 2020 Anti-Racist Diagnostic and Assessment	ANet will consult with District leadership to determine what has been accomplished thus far in becoming anti-racist. <ul style="list-style-type: none"> <i>Audience - District Leadership</i> <i>Logistics - 2 hours, 2 facilitators</i> 	\$2,800
September, 2020 Qualitative Review with Focus Groups	Additional information gathering opportunities through conversations with small groups of District leadership. <ul style="list-style-type: none"> <i>Audience - District Leadership</i> <i>Logistics - 2 hours, 2 facilitators, 3 meetings</i> 	\$8,400
October, 2020 Data Analysis and Reflection Meeting	ANet will work alongside District leadership in analyzing and reflecting on data to help inform anti-racism work. <ul style="list-style-type: none"> <i>Audience - District Leadership</i> <i>Logistics - 2 hours, 2 facilitators</i> 	\$2,800

<p>October, 2020 Developing a Central “Change Team”</p>	<p>ANet will work with District leadership to select and guide a “Change Team” that is diverse racially, culturally, and by position in the district.</p> <ul style="list-style-type: none"> • Audience - District Leadership • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>November, 2020 November 3 - Implicit Bias Training</p>	<p>ANet will provide a training for the entire District staff on implicit bias and stereotype threat and the connection to student learning.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>
<p>November, 2020 Developing Anti-Racism Standards</p>	<p>ANet will assist the Central Change Team in developing Ferguson-Florissant anti-racism standards.</p> <ul style="list-style-type: none"> • Audience - District Leadership • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>December, 2020 December 18 - Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change</p>	<p>ANet will support District leadership to internalize and make meaning of Ferguson-Florissant’s anti-racism standards and how they will directly apply to change leadership for impacting school change.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>
<p>January, 2021 Implementing the Anti-Racism Standards and Applying Change Leadership to Impact School Change</p>	<p>ANet will assist the Central Change Team to develop a plan for implementing the anti-racism standards across the District.</p> <ul style="list-style-type: none"> • Audience - Central Change Team members • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>February, 2021 February 12 - Anti-Racism and its Impact on Instruction</p>	<p>ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>
<p>March, 2021 Developing Outputs to Operationalize Anti-Racist Standards</p>	<p>ANet will work with the Central Change Team to develop outputs to operationalize the newly-developed Ferguson-Florissant anti-racist standards.</p> <ul style="list-style-type: none"> • Audience - Central Change Team members • Logistics - 2 hours, 2 facilitators 	<p>\$2,800</p>
<p>April, 2021 April 2 - Rollout of the Ferguson-Florissant Anti-Racist Standards</p>	<p>ANet will support all staff to collaboratively make sense of the anti-racist standards and how they can best come to life within existing frameworks and systems in their district and schools.</p> <ul style="list-style-type: none"> • Audience - All Staff • Logistics - 2 hours, 5 facilitators 	<p>\$7,000</p>

April, 2021 Developing Action Steps to Support Anti-Racist Strategy Outputs	ANet will work with the Central Change Team to develop action steps for implementing the Ferguson-Florissant anti-racist standards in the 2021-22 school year. <ul style="list-style-type: none"> ● Audience - Central Change Team members ● Logistics - 2 hours, 2 facilitators 	\$2,800
May, 2021 Anti-Racism Desktop audit: District Procedures and Practices	ANet will facilitate a training for District leaders to build capacity in applying anti-racist standards towards District procedures and practice. <ul style="list-style-type: none"> ● Audience - District Leadership Team ● Logistics - 2 hours, 3 facilitators 	\$4,200
Total price for partnership in the 2020-21 school year		\$68,950

Professional Development Plan

The following plan centers on the following outcomes:

- Establishing an inter-departmental anti-racism working group, called a “Change Team” to assist in the long-term development and sustainability of school change through anti-racism.
- The Change Team will work alongside ANet to review, modify, and adopt a set of anti-racism standards specifically designed for the Ferguson-Florissant School District.
- The District’s anti-racism standards will include areas such as: 1) policy, leadership, and management, 2) curriculum, teaching, and assessment, 3) discipline and suspension, 4) student personal development and progress, and 5) staff recruitment, training and professional development.
- The District’s anti-racism standards will become the baseline tools for change through developing the standards, discussing them with school leadership and staff, and implementing them across the school communities.

The following outlines a scope of work for both a 1-year and a 3-year contract. If selected, ANet and Ferguson-Florissant will be partners in this work, and as such, input and collaboration will be a crucial component in every step of the process. The Change Team will lead ongoing dialogue, both formal and informal, to communicate the importance of the standards as the basis for change across the District.

In light of the current pandemic, the need for social distancing, and the intrinsic equity implications of the spread of the virus, ANet will facilitate all trainings virtually for the first year. ANet has extensive experience with virtual facilitation both prior to and as a result of the pandemic. Since the COVID-19 pandemic, ANet has converted all training, coaching, and professional learning to

virtual platforms and have facilitated over 1,000 virtual learning sessions for our partners nationwide.

ANet will use various Zoom features to ensure that participants are engaged, including breakout sessions, polls, and the chat. We have the capacity for simultaneous or staggered workshops so that all sites could get the same learning within a week's time.

The following draft project schedule for the 2020-21 school year is a draft, based on our experience and expertise in supporting anti-racism and equitable instruction. However, ANet's support for Ferguson-Florissant School District is malleable and, if we are chosen for this opportunity, we will work closely with the District to design a scope of work that best meets the needs of the District.

Year 1 - Draft Project Schedule

<Ongoing> Virtual Learning Playlist

School and district leaders will receive an asynchronous playlist of professional development digital resources to access at any time to build their knowledge and skill in service of their school's instructional recovery plan. This playlist will be accessible throughout the year and will directly compliment the training that leaders receive. There is no additional fee for this offering.

August, 2020

August 14 - Keynote - Overview of Anti-Racism and Racial Trauma Relief - ANet will provide training to all staff on what it means to become an anti-racist organization, the personal commitment necessary to achieve success, and the structure we will use to create and meet district goals.

Audience - All Staff

Logistics - 2.5 hours, 5 facilitators

Objectives - Participants will:

- Develop key understandings of Anti-Racism and Racial Trauma Relief in relation to Ferguson- Schools
- Determine how Anti-Racism and Racial Trauma Relief impact their work at the intersection of SEL, Academics, and Equity.
- Identify the work that is already in place as well as 1-3 necessary commitments that [move](#) their Teaching and Learning Cycle towards [equitable instruction](#) through an anti-racist lens specifically around the following core beliefs:
 - A belief that ALL students come to us with valuable knowledge and an innate ability to learn; educators work actively to hold high expectations for all students and recognize and disrupt their own/others' biases which can erode expectations for students;

- A classroom that is sustaining of students' culture and cultivates a growth mindset/culture of error; and
- Instruction that reflects principles of [anti-oppression](#).

September, 2020

Anti-Racist Diagnostic and Assessment - ANet will consult with District leadership to determine what has been accomplished thus far in becoming anti-racist. This information will be used in partnership to set goals for the organizational change process.

The information will be gathered through individual and group interviews and a review of District data related to building equitable leadership practices and culture through areas such as: policy, change leadership, curriculum, teaching and assessment, employee personal development and processes, and professional development; where teaching and assessment is the core of the student experience.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Plan a listening tour centered on the needs of the most marginalized through a diagnostic tool, with these questions in mind:
 - Where do you see your District on the anti-racist continuum? What are your strengths and areas for growth? What do teachers, students, parents, and community members think?
- Determine the right entry point for guaranteeing equity for all employees.

Qualitative Review with Focus Groups - Additional information gathering opportunities through conversations with small groups of District leadership. ANet will work with District leadership to plan and support an ongoing community engagement strategy so that district leadership can hold conversations with students, families, and other community members in a way that reflects our anti-oppression principles.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators, 3 meetings

Objectives - Participants will:

- Discuss and be able to answer the following questions:
 - What is working well in the district? Who was engaged? Who was making progress? What leadership/teacher actions influenced that?
 - What is not working well? Who is inadequately engaged? To what do you attribute that?
 - What of the preliminary view of each school's trends in executing equitable instruction?

- What would help the District reach a stronger state of social justice and [equitable instruction](#) from an anti-racist stance?

October, 2020

Data Analysis and Reflection Meeting - ANet will work alongside District leadership in analyzing and reflecting on data to help inform anti-racism work.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Deepen understanding of teacher and student needs by collecting and analyzing qualitative and quantitative data about student learning.
- Develop a practice of routinely reflecting on and adapting instruction toward equitable instruction; for instance, a Teaching and Learning Cycle that includes noticing student assets and needs, planning time-bound action, reflecting on results and what to keep or change, planning from vision and high expectations, influencing teaching, assessing, and continuing the cycle for transformation of teaching and learning.

Developing a Central “Change Team” - ANet will work with District leadership to select and guide a “Change Team” that is diverse racially, culturally, and by position in the district. The purpose of the Change Team is to ensure the District meets its goals to become an anti-racist organization. To be effective, we will work with District leaders to ensure that the team is empowered to make change in concert with fellow district leaders, school leadership and the wider school community.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Launch and empower the Change Team to shepherd the district toward racial equity by:

- Developing anti-racism standards
- Gathering feedback on the draft standards from school leaders and staff
- Securing approval for the standards from district leadership
- Designing an implementation plan for the standards
- Implementing the standards with the entire staff
- Providing information and clarity to district staff
- Serving as the district’s supportive, enthusiastic voice on becoming an anti-racist organization.

In the first year of partnership, ANet will support the District in creating a Central Change Team and unified anti-racism standards. In year 2, we will support 5-10 schools in creating their own Social Justice Anti-Racist Change Teams for the District’s social justice and anti-racism work and empower those school teams to advance the district’s Anti-Racist Standards. In year 3, ANet will support the remaining schools in the District to create Change Teams. From the start and

throughout the process the Change Team is meant to be inclusive, including possible representation across building job roles, community, a High School senior, parent, board member, and an overall racially diverse group as well as other intersections of identities.

November, 2020

November 3 - Implicit Bias Training - ANet will provide a second training for the entire District staff on implicit bias and stereotype threat and the connection to student learning.

***Audience** - All Staff*

***Logistics** - 2 hours, 5 facilitators*

***Objectives** - Participants will:*

- Feel challenged and supported in examining and disrupting the mindsets, beliefs, systems, and structures that perpetuate inequitable experiences and outcomes for students of color across the Teaching and Learning Cycle.
- Feel clear on their vision of instruction and have the agency to truly achieve equitable instruction in their building, through deepening their understanding of implicit bias, recognizing implicit bias within themselves, and considering the effects of implicit bias within our schools

Developing Anti-Racism Standards - ANet will assist the Central Change Team in developing Ferguson-Florissant anti-racism standards to structure the district's change in the areas of (1) Policy, Leadership and Management; (2) Curriculum, Teaching and Assessment; (3) Discipline and Suspension; (4) Students' Personal Development and Progress; and (5) Staff Recruitment, Training and Professional Development. The standards are the bedrock of the organization's goal to become an anti-racist organization. ANet will support the District in developing standards through a collaborative approach.

***Audience** - District Leadership*

***Logistics** - 2 hours, 2 facilitators*

***Objectives** - Participants will:*

- Build from equity and anti-oppression principles and other examples to enable Ferguson-Florissant Social Justice Change Team to begin the process of developing specific anti-racist standards

December, 2020

December 18 - Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change - ANet will support District leadership to internalize and make meaning of the anti-racism standards while integrating lessons learned from our initial district data analysis for educators across the District to begin internalizing. ANet will also outline how Ferguson-Florissant's anti-racism standards will directly apply to change leadership for impacting school change.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Begin to build deeper understanding of the newly developed anti-racist standards and how they can impact school change

January, 2021

Implementing Anti-Racism Standards and Applying Change Leadership to Impact School Change - ANet will assist the Central Change Team to develop a plan for implementing the anti-racism standards across the District. Change Teams will build an initial six-month implementation strategy around the anti-racism standards.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Develop a plan for implementing the anti-racism standards district-wide
- Discuss and design actions based on the question “What actions do we take in order to actualize the standards?”

February, 2021

February 12 - Anti-Racism and its Impact on Instruction - ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction. ANet is an expert in the field regarding equitable use of assessments, instructional materials, and social emotional learning. We will draw on content from our related White Papers on these topics to bridge the connection between implementing anti-racism in the school building and classroom to drive student learning and achievement. See ANet’s White Paper’s linked below:

- [3 Principles for Assessments during Instructional Recovery and Beyond](#)
- [Four dimensions of instructional materials that put students first](#)
- [Head & Heart: An expanded approach to meeting students’ needs as schools reopen](#)

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Identify connections between anti-racism and equitable instruction with considerations of Anti-Racism, Social Justice, and Social and Emotional Learning.
- Apply how those connections relate to occasions of teaching and learning in Ferguson-Florissant.

March, 2021

Developing Outputs to Operationalize Anti-Racist Standards - ANet will work with the Central Change Team to develop outputs to operationalize the newly-developed Ferguson-Florissant anti-racist standards. Additionally, we will discuss what is going well, what is not going well, and how to best move forward with the implementation strategy of the district's anti-racism standards. ANet will support Change Team members in prioritizing key standards and identifying clear goals and outputs of their strategy.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Collaboratively develop outputs aimed at putting their newly developed standards into practice.
- Discuss the glows and grows of the process so far and determine next steps for implementation.

April, 2021

April 2 - Rollout of Ferguson-Florissant Anti-Racist Standards - ANet will support all staff with collaboratively making sense of the newly-developed standards and how they can best come to life within existing frameworks and systems in their district and in their schools.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will collaborate to discuss the following questions:

- What are the tactics to actualize the standards? (e.g. role playing and scenarios, sentence starters)
- What is the connection between the standards and current frameworks in my district/school? Where do they bridge well?
- How can we create room for better application of the standards?

Developing Action Steps to Support Anti-Racist Strategy Outputs - ANet will work with the Central Change Team to develop action steps for implementing the Ferguson-Florissant anti-racist standards. This session will focus on strategy and planning outputs for the 2021-22 school year.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Identify action steps that will support district leaders in accomplishing the outputs
- Feel empowered to actualize the anti-racist standards through specific and concrete strategies and outcomes

May, 2021

Anti-Racism Desktop Audit: District Procedures and Practices - ANet will build the capacity of District leaders through modeling and practice to apply anti-racist standards toward District procedures and practice. We will begin with District-level procedures to eventually develop anti-racism in school procedures and practices. The work will identify key areas to improve for the 2021-22 school year in anti-racist strategy. ANet will provide a two-level vetting process against Ferguson-Florissant's anti-racist standards, including: manuals, handbooks, protocols, and literature. We will highlight areas of alignment or misalignment with the anti-racist standards.

Audience - District Leadership Team

Logistics - 2 hours, 3 facilitators

Objectives - Participants will:

- Transition from development to internalization of the anti-racist standards by applying them to District procedures and practices.

The Ferguson-Florissant School District will accomplish the following by the end of the 2020-21 school year:

- Center the experience of those most marginalized to expand their perspective of the culture leadership and practices of the District that lead to equitable instruction.
- Identify the barriers in practice and culture for equitable instruction.
- Ground District leaders in anti-racism principles.
- Build a vision around anti-racism to integrate into schools.
- Operationalize this vision through the anti-racism standards developed by the Central Change Team.
- Build a coalition of leaders across the District who have deepened their knowledge and understanding around anti-racism and have worked to form a vision that sets schools up individually to create anti-racist systems, structures, and culture in their buildings.
- Center the District's anti-racism efforts through compassion and trauma informed lens.

Year 2 - Draft Project Schedule

In Year 1, the District will set a vision for anti-racist work through developing the anti-racist standards. The District will create a Central Change Team to steward the work of the anti-racist strategy.

In Year 2, ANet will support the District in selecting 5-10 schools to develop Change Teams in their school buildings. These school Change Teams will build off of the foundation set by the District in Year 1 and work to operationalize the standards within their school context. The school Change Teams will work to establish school-based strategies, practices, and culture that reflect Ferguson-Florissant's anti-racist standards.

Creating Change Teams in 5-10 Pilot Schools

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in 5-10 schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Developing a Five-Year Plan to Implement the Anti-Racism Standards

ANet will assist the Change Teams in developing a five-year plan. We believe that a five-year implementation plan is rigorous yet realistic. Our experience with schools indicates that teachers and administrators have full schedules without much time for added responsibilities. For the District to become an anti-racist system, all school staff must commit to making change in the areas where they work. However, the time allotted for the change must be manageable so that it does not overwhelm or frustrate staff. The timeframe for making change must also allow the Change Team and district leadership to maintain a high level of excitement and enthusiasm about the change process.

As part of this process, the Change Team will answer the following questions:

- 1) Who are the district stakeholders who need to be aware of the standards?
- 2) Where in the school community does the Change Team need buy-in and support?
- 3) What needs to be done to meet each standard?
- 4) How will the standards be incorporated into the school community?

The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

Year 3 - Draft Project Schedule

Expanding Change Teams to Remaining Schools in the District

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in the remaining schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Continuation - Implementing the Standards

ANet will continue to support the Change Team in implementing the anti-racism standards. This support will include regularly-scheduled meetings with the Change Team to monitor progress toward meeting their goals. The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

Brod Boxley, Ed. D.

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SUMMARY:

- Innovator committed to improving schooling and the teaching and learning processes
- Strategic planner focused on solutions-oriented engagement about systems impact
- Significant insights at the system and school level in district, charter, and non-profit education sectors
- Developer of national professional standards resources and assessments for world-class organizations
- Cultivator of Strong relationships and life-long entrepreneur with eye towards closing sales.

EDUCATION:

Ed.D; Educational and Organizational Leadership; University of Pennsylvania, Philadelphia, PA; Aug., 2006
included Wharton Coursework on Negotiation

Fellow; Educational Policy, Institute for Educational Leadership (IEL) Wash., DC, 2002-2003

M.Ed; Educational Leadership; The College of New Jersey; Ewing, New Jersey; August, 1999

BA; Mathematics, The College of New Jersey, Ewing, New Jersey; May, 1994

LEADERSHIP, SCHOOL, & SYSTEM IMPROVEMENT:

Managing Director of Equity and Anti-Oppression, Office of CEO, ANet, Boston, MA; July 2019-present

- *Strategize, build, and lead cross-functional coalitions to integrate anti-racist standards and stances into the operations, tools, and approaches we are improving for school and system coaching that is focused on instructional leadership for institutional equity and equitable teaching and learning in underserved communities.*

School Improvement and Leadership Coach, July 2010 to present

Senior Director of School Support, Achievement Network, Boston, MA/Newark, NJ; July 2013-present
Data Coach, Amplify, Wilmington, Delaware, July 2012 – July 2013

- Consulting with district and CMO administrators for sustainability of instructional change.
- Work alongside system and school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in under-served communities and other schools in need of increased impact.
- Help systems/schools transform from “data rich” to “data driven” through results coaching in service of internalization of rigorous state standards and aligned instruction.
- Coaching leaders in priority-based, data-informed decision-making within a culture of high-functioning teams focused on school structures, teacher actions, and key levers in leadership.
- Coaching groups of teachers, instructional coaches, and leaders in analyzing and using data for action within a cycle of inquiry towards a culture of sustained student achievement
- Collaborate with internal and external stakeholders with authoring, designing, editing, and revising of content for educators to use in support of their work with data.

Planning Consultant for School Expansion, Boys’ Latin of Philadelphia, PA, 2011 through 2013

- Landed contract for conducting comprehensive planning services for the highly anticipated middle-grades expansion of a highly successful 9-12 urban charter school.

Leadership Coach, Hoboken BOE, Hoboken, NJ, February, 2012 through June, 2012

- Landed contract to consult and coach the principal towards a transparent data culture and sharing leadership and I introduce key school turnaround actions being taken on in response to long standing low achievement.

Turnaround Officer, Newark, NJ State School Improvement Grant, August 2010 through Dec. 2011

- Fully engaged other school performance consultants to think systemically, share effective practices, and engaged the local districts as well as the state resources for greater fidelity, accountability, and support for dramatic outcomes.
- Employed advisory as well as cognitive coaching approaches to build capacity and efficacy among school leaders.

GRANTS AND SERVICE WITHIN COLLEGES OF EDUCATION:

Assistant Program Director, College of Education, Kean University, 2015 to 2018 (Part-time)

- Led university's 1.2 million dollar sponsored school improvement partnership among Plainfield Public Schools, William Patterson University, and US Department of Education.
- Coordinated the identification, hiring, and management of staff delivering school service.
- Recruited and managed 2 cohorts of teachers seeking sponsored graduate programs in educational leadership.

Adjunct Professor, School of Education, The College of New Jersey, 2006 to 2014

Graduate Program in Educational Administration and Leadership, 2006 to 2011

- Lead aspiring leaders through educational research, informed discourse, and reflective practice.

Internship Supervisor, 2013 and 2014

- Observe, guide, and support aspiring teachers through specific and supportive reflective coaching, actionable feedback, and close coordination with supervising teachers and program staff.

Grant Staff, School Turnaround Collaborative, The College of New Jersey, 2008-2009

- Coordinated a \$30,000 grant from the NJ Dept. of Education in collaboration with The College of New Jersey, Montclair University, and Rowan University. Planned, organized, co-facilitated, and instructed for a residential professional development initiative that assisted leadership teams from ten schools across New Jersey in evidence-based reform work at the school level.

PROGRAM EVALUATION AND NATIONAL CONSULTING:

Lead Consultant, Hawthorne Learning Associates, LLC, July 2010 through present

Program Evaluator, Citywide A's for J's Academic Incentive Program, Philadelphia PA

- Secured contract as independent program evaluator for client, VILLA, an urban fashion retailer and Jordan Brand, the maker of Air Jordan shoes, for their pilot partnership to create a program that rewards Philadelphia and Chicago students for academic achievement and excellence.

Program Evaluator, Naval Engines Design Program, Philadelphia PA

- Secured contract as independent program evaluator for client, Urban Youth Academy and the US Navy, for their partnership to teach adolescents naval engine design and STEM careers.

Program Director, What It Takes E-Mentoring, Philadelphia, PA, November 2011 through 2013

- Secured contract for Day to day coordinating and platform management with 7 secondary schools to maximize the impact of a web-enhanced school-based youth mentoring initiative through a partnership with United Way of Southeastern Pennsylvania's Center for Youth Development and the John S. and James L. Knight Foundation.

National Consulting Experience

Consultant, National Board for Professional Teaching Standards, Arlington, VA, 2008-2009

- Appointed to permanent working group of distinguished higher education faculty, policy makers, and practitioners to advise and craft Core Proposition Document for National Board Certification for Educational Leaders.

Researcher, Effective Measurement of Middle School Math Instruction, Ed Trust, Wash., DC, 2009

- Conducted research on value-added instruction to attach instructional moves to achievement.

EDUCATOR EXPERIENCE:

Head of School, Princeton Charter School, Princeton, NJ July 2008 to June 2010

- Lead US Blue Ribbon K-8 school with world class language program, proof of value-added student achievement, and active parent involvement.
- Report to Board of Trustees and supervise building administrators, school business administrator, director of facilities, 40 faculty and staff members, and 5 million dollar budget.
- Overall saw financing, construction, and launch of 6 million dollar campus center and expansion.
- Broadened understanding of school's charter and mission in order to more effectively serve students with special emphasis on academic and character for developing leaders.

Principal, Cherry Hill Public Schools, NJ July 2003 to June 2008

- Established clear goals and promoted those goals to be in the forefront of the school's attention.
- Worked to raise achievement for all students through use of researched-based instruction.
- Led and facilitated increase in measured perceptions of positive school climate.
- Implemented a school constitution, spirit days, discipline management, and recognition programs.
- Organized students', teachers', and parents' to participate in Student-Led Parent Conferences.
- Nurtured and sustained a collaborative learning culture.

Curriculum Supervisor, Cherry Hill Public Schools, NJ July 2003 to June 2005

Pontiac City Schools, Pontiac, MI; June 2002 to September 2003

- Designed comprehensive curriculum search, selection, adoption, and implementation.
- Designed and supervised instructional coaching model to develop teacher effectiveness.
- Contributed to the development \$130 to \$160 million budgets and managed \$750,000
- Improved student learning in mathematics through teacher leadership, and professional development in researched-based effective practices.

Teacher of Mathematics, Pennsauken and Lawrence High Schools, NJ 1994 to 1998

- Employed various teaching techniques while utilizing technology and assessment.

NATIONAL ASSESSMENT DEVELOPMENT EXPERIENCE:

Program Administrator for School Leadership Initiatives

Division of Teaching/Learning, Educational Testing Service, Princeton, NJ- Jan 1998 to May 2002

- Planned for, directed, and provide leadership for ongoing development, and delivery of two standards-based principal licensure assessments for which the primary clients are 5 state departments of education. The assessments are based on the Standards for School Leaders as developed by the Council of Chief State School Officers' Interstate School Leader Licensure Consortium (ISLLC).
- Directed the development of the assessments' scoring procedures and training manuals in light of inter-rater reliability, validity, and principles of assessment.
- Developed and implement program policies in concert with ETS corporate and client specifications with special attention to test fairness and adverse impact.
- Participated in the preparation of proposals for prospective and current projects.
- As principal contact, advised clients, councils, and department of education contacts on policy and procedural issues.

Developer for National Board for Professional Teaching Standards Projects

Division of Teaching/Learning, Educational Testing Service, Princeton, NJ- Jan 1998 to May 2002

- Responsible for overseeing, and developing advanced certification assessments for teachers of various content areas/level. These are the largest and most complex performance assessments in education. Also responsible for student assessments and staff development products and services.
- Facilitate committees and policy groups throughout entire development process.
- Liaison and collaborate with senior leadership from the National Board, colleges and universities, and disciplinary organizations (NAESP, NABSE, NCTM, etc.)
- Conduct training and scoring sessions for assessors, including bias reduction.

PRESENTATIONS AND PUBLICATIONS:

Black, S., Boxley, B, Fletcher, C, Repollet, L. (2018) *Successful turnaround school leadership: An analysis of case studies in Michigan and New Jersey*. Manuscript submitted for publication.

Boxley, B. (2018, August, 21). *Education Policy Harms Urban Schools*. Retrieved from <https://www.detroitnews.com/story/opinion/2018/08/21/education-policy-harms-urban-schools/1042083002/>.

Boxley, B. (2014). *The Effectiveness and Impact of the VILLA and Jordan Brand Partnership Pilot to Incentivize Urban High School Academic Achievement*. VILLA. Philadelphia, PA.

Boxley, B. Coleman A. (2013, April). *What It Takes To Close The Technology Literacy Gap Using E-Mentoring*. In B. Artwell (Chair), Coalition of Schools Educating Boys of Color Gathering of Leaders. Symposium conducted at the annual gathering of COSEBOC. Chicago. IL.

Boxley, B. Coleman A. (2013). *Year 2 Evaluation of Naval Engine Design Program for Office of Naval Research*. Urban Youth Academy. Philadelphia. PA.

Boxley, B. (2006). *Preparing Instructional Coaches To Promote Reflective Teaching: A Case Of How New Mathematics Coaches Carve Their Roles As Learners And Teachers Of Colleagues*. Unpublished doctoral dissertation, University of Pennsylvania.

Boxley B, Marquez E. (2003). *Teacher Assistance Package, Algebra Guide One: Analyzing Graphs and Interpreting Slopes*. Educational Testing Service. Princeton, New Jersey.

Oakley BA, Lawrence D, Boxley B, Kobus CJ. (2003). *Using the Kumon Method to Revitalize Mathematics in an Inner-Urban School District*. Journal of Engineering Education.

Auditor, *The Nation's Report Card (NAEP) and Scholarship Services, ETS, 2000*.

SERVICE AND RECOGNITION

Scouts BSA, Advancement Chair, Troop Committee, Troop 3070, Cherry Hill, NJ

Trustee, Child Protection Committee, New Member Class Instructor, Alpha Baptist Church

- Serve as steward for finances and facilities, liaison to oversee development and implementation of child protection policy, and ambassador and teacher to welcome and orient new members.

Board Service Award, Big Brothers Big Sisters of Burlington, Camden, and Gloucester, 2014

- In recognition of exceptional service in educating, guiding, and caring for children and doing so with intelligence and compassion. Gratitude for making a difference in the lives of so many children.

Hyman Services to Children Award, New Jersey Association of School Psychologists, 2007

- Exceptional service in educating, guiding, and caring for children and doing so with intelligence and compassion. Gratitude for making a difference in the lives of so many children.

Marie Kodama

15 Tileston Street Apt 1 Boston, MA 02113 • 713-253-8326 • mckodama@gmail.com

EXPERIENCE

Senior ELA Content Specialist, Achievement Network; Boston, MA – 2014–present

Design, produce, and ensure quality of diagnostic and interim ELA assessments aligned to CCSS in grades 2–12; refine the sustainability and expansion of assessments, including conceiving of processes for applying assessment statistics, bias and sensitivity, and aligning to state standards; envision and lead strategy to close gaps in racial, gender, disability, and SES representation in passages, resulting in increase of women characters by 146% and characters of color by 33%.

Bias and Sensitivity Reviewer, Massachusetts Department of Elementary and Secondary Education (MA DESE); Boston, MA – 2016–2018

Advised development and quality of MCAS assessments by using qualitative and quantitative data to review ELA, math, science, and social studies content through the lens of bias and sensitivity.

Curriculum Writer, Stanford Program on International and Cross-Cultural Education (SPICE); Stanford, CA – 2012
Researched and synthesized primary and academic sources to write middle school history curricula.

English as a Foreign Language Teacher, Geochang Department of Education; Geochang, Korea – 2011

Devised and implemented curriculum on English literature for 70 English learners in rural Korea, ages 13-15.

Researcher, Chigasaki City Public Schools; Chigasaki, Japan – 2009

Conducted open-ended surveys and interviews across 6 elementary schools on peace education; awarded multiple competitive grants to conduct fieldwork, including Reischauer Institute of Japanese Studies (RIJS) with additional support as the top applicant.

Director, Boston Refugee Youth Enrichment (BRYE); Dorchester, MA – 2007–2008

Led operations of after-school literacy program for 40 refugee children, ages 5-12; oversaw program development, fundraising, communication with parents, and staff recruitment.

EDUCATION

Stanford University; Stanford, CA – M.A. International Comparative Education, 2012

Master's thesis: "Portrayals of Japan's Victim and Perpetrator Roles during WWII in Japanese Elementary Textbooks 1950-2012"; conducted grounded theory study using emergent text/image coding and analysis of 30 Japanese social studies textbooks.

Harvard University; Cambridge, MA – A.B. Social Studies, 2010

Honors thesis awarded Noma-Reischauer Prize for best undergraduate essay on Japan-related topics; active in Harvard Crimson Dance Team, The Harvard Crimson, Phillips Brooks House Association (PBHA), and Harvard Japan Society.

SKILLS & SPECIALTIES

Native English, native Japanese; trained in Stata, SPSS, NVivo, Dedoose

PUBLICATIONS

Kodama, M. (2016, July 11). Letters for Black Lives, Japanese edition [Blog post]. Retrieved from <https://lettersforblacklives.com/dear-mom-dad-uncle-auntie-black-lives-matter-to-us-too-7ca577d59f4c>

Kodama, M. and Li, S. (2015, June 3). What Students Read Matters [Blog post]. Retrieved from <https://www.achievementnetwork.org/aneblog/2015/6/3/what-students-read-matters>

Kodama, M. (2012). Lesson Three. In R. Sekiguchi (Ed.) *The Mongol Empire* (pp.125-160). Stanford, CA: Freeman Spogli Institute for International Studies.

Sean A. Haley, Ph.D.
Haley Responsive Education Corporation
Manvel, TX 77578

Mobile: (512) 619-3903

sean.hrec@outlook.com

Objective Use organizational development and leadership acumen to design and facilitate the use of systems, resources and tools that promote strategic goal attainment.

Education

<ul style="list-style-type: none">• Ph.D. – Educational Psychology, 2006• M.Ed. – Curriculum and Instruction, 1999• B.A. – Psychology, 1988• The Evaluator’s Institute, 2010/2012• The Principals’ Center, 2002	<ul style="list-style-type: none">University of Texas, Austin, TXUniversity of Texas, Austin, TXMorehouse College, Atlanta, GAGeorge Washington University, Washington, DCHarvard Graduate School of Education, Cambridge, MA
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Relevant Skills and Experience

June 2007 – Present **Haley Responsive Education Corporation** **Manvel, TX**

President

- Manage projects and teams within budget; develop tools, strategies and metrics to enhance outcomes.
- Provide strategy, analysis, stakeholder engagement, and strategic partnership development for success.
- Coach senior-/middle-level leaders (e.g., board members, non-profit leaders, executive directors, administrators, leadership teams) and staff to promote equity, build internal capacity, support change management, and scale antiracist initiatives.
- Work with teachers/instructional leaders to transform schools and increase equitable student outcomes in various environments.
- Facilitate large- and small-scale training, visioning, strategic planning, and progress monitoring with various stakeholders.
- Serve on the Greater Houston Coalition on Social Determinants of Health Steering Committee; Community Voice co-chair.
- Provided an array of consulting services to high-profile organizations:
 - *Bill and Melinda Gates Foundation (BMGF)* – assisted in grant making, communications, partner engagement, and implementation of varied educational initiatives designed to impact communities and public policy.
 - *Center for Civic and Public Policy Improvement (CCPPI)* – support organizational development; systems design; community engagement; partnership development; communications support; research and strategy analysis; and social justice advocacy.
 - *Engage Learning, Inc.* – facilitate stakeholder engagement and district-level design; provide school transformation coaching to principals and teachers; conduct executive training and board workshops.
 - *Huston-Tillotson University Minority Science & Engineering Improvement Program (MSEIP)* grant evaluator.
 - *International Center for Leadership in Education (ICLE)* – served as a Senior Consultant supporting college and career readiness initiatives nationwide, evaluated program quality, and facilitated school improvement planning.
 - *Institute for Public School Initiatives (IPSI)* – co-developed the inaugural Texas Charter School Association Quality Framework used by 460+ member schools; facilitated consensus building across diverse school operators.
 - *National Cares Mentoring Movement* – supported the design of a multi-tiered STEM mentoring model designed to engage secondary students with college students and professionals from STEM disciplines.
 - *Texas Charter School Association (TCSA)* – trained aspiring charter school executives and leaders to support success.

2005 - 2007 **Region XIII Education Service Center** **Austin, TX**

Coordinator for the Texas High School Project

- Led an agency-wide executive team in creating a “Campus Snapshot” tool to analyze and enhance school performance statewide,
- Collaborated with the Texas Education Agency (TEA) Office of Education Initiatives to co-author a \$9.6 million *Texas High School Completion and Success Grant, Cycle 3*; managed the RFP process and grant serving 140 grantees.
- Guided a coalition of public districts, charter and private schools to gain a \$750,000 21st Century Community Learning Center grant, and upon award, administered the Shared Services Arrangement.
- Served as chief contact for a 16-county area; built statewide capacity across all 20 Texas Education Service Centers to scale targeted school support initiatives.

2001 - 2005 **NYOS Charter School** **Austin, TX**

Superintendent/Principal (2003-2005) Secondary School Principal (2001-2003)

- Conceptualized and established the secondary school program; created a common vision for postsecondary readiness across stakeholders while implementing a cohesive, high-performing PK-12 system.
- Sought funding, developed innovative partnerships and agreements, and designed management systems.
- Diversified and grew the school population while meeting internal/external stakeholder success criteria.

1998 – 2001

Huston-Tillotson University

Austin, TX

Interim Director/Academic Coordinator, High School Enrichment Program (1998-2001)

- Improved the dropout recovery high school program through collaborations with community partners to prepare former “dropouts” for college and career opportunities; successfully renegotiated the “Community Based Organization” service contract with Austin ISD.
- Managed program and budget; successfully gained \$575,000 in federal grants for after-school academic and precollege programs.
- Supervised 60+ program staff for secondary school, college “bridge,” and summer residential programs; designed new programs.

Clients and Organizations Served

Contractual Engagements

- Bill and Melinda Gates Foundation
- Center for Civic and Public Policy Improvement
- Engage! Learning, Inc.
- Huston-Tillotson University
- Institute for Public School Initiatives
- International Center for Leadership in Education
- National CARES Mentoring Movement
- Texas Charter Schools Association
- William A. Lawson Institute for Peace and Prosperity

Affiliate Engagements

- City of Houston Complete Communities SN 67
- Greater Houston Coalition on Social Determinants of Health
- Houston Area Urban League
- Institute for Urban Policy Research and Analysis
- National Low Income Housing Coalition
- Rice University Kinder Institute for Urban Research
- University of Houston College of Medicine
- University of Houston Hobby School of Public Affairs

Education Agencies/Schools Served

- **Alabama** – Birmingham City Schools
- **California** – Los Angeles Unified School District; Yuba City Unified School District
- **Georgia** – Crim High School, Atlanta Public Schools
- **Indiana** – DeKalb County Eastern Community School District
- **Louisiana** – Avoyelles Parish School Board; Breaux Bridge High School; Istrouma High School; Lakeview High School; Madison High School; Marksville High School
- **Michigan** – Detroit Public Schools; Oxford Community Schools; Port Huron Area School District; Wayne County Regional Education Service Agency
- **Mississippi** – Lowndes County School District, Meridian Public School District; Starkville School District
- **New York** – Mt. Vernon City School District
- **Ohio** – Columbus City Schools; East Cleveland City Schools; West High School
- **Oregon** – Sheldon High School; South Eugene High School
- **Pennsylvania** – The School District of Philadelphia; Lakeland School District
- **South Carolina** – Richland One School District; John Ford Middle School
- **Tennessee** – Omni Preparatory Academy
- **Texas** – Aldine ISD; Angleton ISD; Arlington ISD; Austin ISD; Bazosport ISD; Corpus Christi ISD; Dallas ISD; Denton ISD; El Paso ISD; Fort Worth ISD; Frenship ISD; Garland ISD; Harlingen ISD; Houston ISD; Humble ISD; Killeen ISD; La Joya ISD; Lancaster ISD; McAllen ISD; Nacogdoches ISD; Pearland ISD; Round Rock ISD; Spring ISD, Spring Branch ISD; Stafford MSD; West Oso ISD; Arrow Academy; Cedars International; Compass Academy; Lawson Academy; Pegasus Academy of Liberal Arts & Sciences; The Bob Hope School; The Imani School; Texas Education Service Centers (Region XI, Region XIII, and Region XX)
- **U.S. Virgin Islands** – St. Thomas-St. John School District; St. Croix School District
- **West Virginia** – Monongalia County Schools

Vision, Mission, and Planning

- **District Strategic Design Facilitation** Dallas ISD (2020), Katy ISD (2020), Frenship ISD (2019), Killeen ISD (2019)
- **District-wide Visioning Process (Board Meeting, Focus Groups, Community Summits; Leadership Campus OTI)** Dallas ISD, Dallas, TX (September – November 2017)
- **New High School Academic Programming Visioning** Killeen ISD, Killeen, TX (May – July 2017)
- **School Board Retreat: Strategic Design and Alignment and Board Meeting** Round Rock ISD, Round Rock, TX (June, November 2017)
- **District of Innovation Planning; and, District-wide Visioning Process (Focus Groups and Strategic Design Sessions); and Learner Framework Design** Aldine ISD, Houston, TX (December 2016 – June 2017)
- **District-wide Visioning Process (Focus Groups and Strategic Design Sessions); and Learner Framework Design** Fort Worth ISD, Fort Worth, TX (November – December 2016)
- **District-wide Visioning Process (Focus Groups and Strategic Design Sessions)** Angleton ISD, Angleton, TX
- **District-wide Visioning Process (Summits, Focus Groups, and Strategic Design Sessions)** Stafford MSD, Stafford, TX (September 2016 – December 2016)
- **District-wide Visioning Process (Team of 8 Board Training, Stakeholder Interviews, and Strategic Design Sessions)** Pearland ISD, Pearland, TX (November 2015 – March 2016)
- **Vision Development (Faculty/Staff/Administrator Meetings)** West Oso ISD, Corpus Christi, TX (October 2015)
- **Campus-wide Strategic Planning (Community Engagement, Stakeholder Interviews, and Strategic Design)** South Park Middle School, Corpus Christi, TX (October 2014 – May 2016)
- **Campus-wide Strategic Planning (Student Interviews and Strategic Design)** Kostoryz Elementary School, Corpus Christi, TX (October – December 2014)
- **District-wide Visioning Process (Town Hall Meetings, Stakeholder Interviews, and Strategic Design Team Meetings)** Garland ISD, Garland, TX (December 2013 – April 2014)
- **District-wide Visioning Process (i.e., Town Hall Meetings, Stakeholder Interviews, and Strategic Design Team Meetings)**, Lancaster ISD, Lancaster, TX (November 2012 – January 2013)
- **STEM Program Development/Evaluation Team**, National CARES Mentoring Program (August 2012 – 2013)
- **Graduate Profile Development**, Pegasus Academy of Liberal Arts and Sciences, Dallas, TX (August 2012)
- **Education Service Center Region 20 Leadership Retreat**, San Antonio, TX (July 2012)
- **School Board Visioning/Scenario Planning**, Wheeler Avenue Christian Academy, Houston, TX (June, Nov 2011)

School Quality Reviews (Districts/Campuses)

- **Catalyst Classrooms**, Beneke, Reynolds, and Ponderosa Elementary Schools, Spring ISD, Spring, TX (February 2020)
- **Comprehensive School Review**, Raguet Elementary, Nacogdoches ISD, Nacogdoches, TX (April 2014)
- **Quality Reviews**, Arrow Academy and WALIPP, Houston, TX; Compass Academy, Midland, TX (Spring 2013)
- **Collaborative Review Visits**, Richland County School District One, Columbia, SC (November 2011 – May 2013)
- **Site Review/Principal & Curriculum Coordinator Coaching**, Omni Prep Academy, Memphis, TN (March 2012)
- **Comprehensive Review/Strategic Planning**, Crim High, Atlanta, GA (March 2011 – November 2011)
- **Comprehensive Review/Strategic Planning**, Yuba City & River Valley High Schools, Yuba City, CA (October 2008 – May 2009);

Executive Coaching

- **Spring ISD Specialty and MIZ School Principles**, Spring, TX (September 2019 - Present)
- **El Paso ISD K-12 Principals and Assistant Principals (35+ campuses)**, El Paso, TX (June 2016 – May 2019)
- **Cedars International Charter School Principal**, Austin, TX (September 2015 – May 2016)
- **Velasco Elementary School Principal**, Brazosport ISD, Freeport, TX (September 2015 – May 2016)
- **Port Huron Area Schools Principal**, Port Huron High School, Port Huron, MI (September 2013 – April 2014)
- **East Cleveland City Schools Principal**, Prospect Elementary, East Cleveland, OH (September 2011 – April 2013)
- **Pegasus Academy of Liberal Arts and Sciences CEO and School Director Coaching**, Dallas, TX (February 2012 – May 2012)
- **Charter School Year One Start-up Support; Superintendent and Executive Principal**, WALIPP Preparatory Academy (Boys and Girls Schools), Houston, TX (April 2011 – June 2012)
- **Columbus City Schools – Leadership Team**, West High School, Columbus, OH (October 2010 – 2012)
- **Detroit Public Schools – Leadership Team**, Kettering High, Detroit, MI (September 2009 – May 2011)
- **Philadelphia Small Learning Communities**, Edison High, Philadelphia, PA (October 2008 – October 2010)

Leadership Training

- **Design Systems Collaborative**, Brownsville ISD, Fruitville ISD, Palacios ISD, Raymondville ISD (March 2020)
- **Empowered Learning Model Principal Trainings (monthly)**, Spring, TX (September 2019 – Present)
- **Design Leadership Training**, Engage2Learn, Corpus Christi, TX (September 2017 – May 2019)
- **Active Learning Framework Principal/AP Trainings (monthly)**, El Paso, TX (September 2016 – May 2017)
- **Champions by Design**, El Paso, TX (June 2016)
- **Denton ISD Collaboration**, Denton, TX (May 2016)
- **Coaches Academy**, Engage2Learn, Corpus Christi, TX (May 2015; September 2014)
- **Coaches Collaborative**, Engage2Learn, Houston, TX (July 2015, October 2014)

- **Effectively Implementing and Aligning Curriculum, Instruction, and Assessment Plans; and, Delivering Your Educational Plan to Succeed in the New Accountability System**, Texas Charter Schools Association Network Summer Summit for New Charters, Austin, TX (Summer 2013)
- **Leadership Institute**, Humble Independent School District, Humble, TX (Summer 2013)
- **Administrator/Faculty Training at 24 Campuses**, Spring Branch ISD, Houston, TX (August 2013 – January 2014)
- **Principal and Assistant Principal In-Service & Campus Visits (Collaborative Reviews)**, Spring Branch ISD, Houston, TX (September 2012 – May 2013); Nacogdoches ISD, Nacogdoches, TX (August 2012 – October 2013)
- **Leadership Institute**, Meridian Public School District, Meridian, MS (October 2012)
- **Defining Rigor and Relevance**, Spring Branch ISD, Spring Branch, TX (August 2010)
- **Leadership Team Training, Monthly Series**, Yuba City High School, Yuba City, CA (October 2009 – April 2010)
- **Introduction to Rigor & Relevance**, Sheldon Regional Feeder Pattern School Administrators, Eugene, OR (August 2008)
- **Instructional Leadership Training Series**, Oxford Community Schools, Oxford, MI (October 2008 – 2011)
- **Train-the-Trainer Workshop**, Wayne County Regional Education Service Agency, Wayne, MI (September 2008)

Instructional Coaching (All Content Areas)

- **Ross and Henderson Middle School**, El Paso ISD, El Paso, TX (September 2018 - January 2020)
- **Coronado High School and Morehead Middle School**, El Paso ISD, El Paso, TX (September 2017 - May 2018)
- **Jacquet Middle School and Glencrest Middle School**, Fort Worth ISD, Fort Worth, TX (September 2017 - May 2018)
- **La Joya High School**, La Joya ISD, La Joya, TX (October 2014 – May 2017)
- **Teacher In-Service**, El Paso ISD, El Paso, TX (July/October 2016; May-August 2017)
- **South Park Middle School**, Corpus Christi ISD, Corpus Christi, TX (October 2014 – June 2016)
- **Cedars International Charter School**, Austin, TX (September 2015 – May 2016)
- **Teacher In-Service**, Harlingen Consolidated School District, Harlingen, TX (August 2015)
- **Thelma Salinas STEM Academy; Jimmy Carter Early College High School; and La Joya Early College High School**, La Joya ISD, La Joya, TX (October 2014 - 2015)

Conferences & Presentations

- **Racial Health Disparities Panel, Moderator**, Center for Civic & Public Policy Improvement, Virtual-Houston, TX (June 2020)
- **Engage2Learn Unconference**, A Framework for Designing All Day Virtual PD Presenter; and Virtual PD Panelist (May 2020)
- **Strategic Risk Taking for Youth Panel Member**, Jack and Jill of America – Houston Chapter, Houston, TX (Summer 2019)
- **Diminished Finances, Difficult Decisions: Refocus via an Efficient/Effective Model**, 2011 Texas Charter Schools Conference, Galveston, TX (November 2011)
- **Student Engagement: Creating a Culture of Academic Achievement**, Improving Instructional Effectiveness Summit DeKalb County Eastern C.S.D., Butler, IN (August 2011)
- **21st Century Learning**, Mount Vernon City School District, Mount Vernon, NY (December 2010)
- **High Performance Leadership: All Eyes on Quality, All Eyes on Data**, 14th Annual Texas Charter Schools Conference, San Antonio, TX (November 2010)
- **Using a Responsive Model of Sustained Excellence to Improve Quality Performance**, 13th Annual Texas Charter Schools Conference Fall Symposium, Dallas, TX (May 2010)
- **Partnership for Leadership Summit Presenter**, Columbus City Schools, Columbus, OH (August 2009)
- **Building Schools for the 21st Century – Facilitator**, Monongalia County Schools, Morgantown, WV (June 2008)
- **Embracing Change at Breaux Bridge High School**, ICLE Model Schools Conference, Orlando, FL (June 2008)
- **The Challenge to Create a Whole-School Culture**, Response to Intervention Institute, Austin, TX (June 2008)
- **Data & Effective Change Leadership**; Lowndes County Principals Institute, Columbus, MS (May 2008)
- **Systems for Growing Self & Staff**, Whole School Reform Symposium: Best Practices to Engage 21st Century Learners, International Center for Leadership in Education, San Diego, CA (February 2008)

Continued Education

- **GROWE Coaching model**, Engage Learning, 2016 – 2020
- **Engage Learning Model for Problem-Based Learning**, Engage Learning, 2014 – 2016
- **Performance Measurement for Government and Nonprofit Organizations**, The Evaluators' Institute at The George Washington University, 2012
- **Effective Reporting Strategies for Evaluators; and Professional Standards and Principals for Effective & Ethical Practice**, The Evaluators' Institute at The George Washington University, 2010
- **A Dream Deferred: The Future of African American Education**, The College Board, 2010
- **Model Schools Conference**, The International Center for Leadership in Education, 2006 – 2009
- **Whole School Reform/Reinvention Symposium**, The International Center for Leadership in Education, 2006 -2008
- **All Kids College Ready**, Bill and Melinda Gates Foundation, 2007
- **SREB Creating a High Performance Learning Culture; Leading Assessment and Instruction**, Region XIII, 2007
- **Encouraging Students to Complete a Rigorous Curriculum: Personalizing the Learning Environment**, Southern Regional Education Board, 2006
- **90th Annual NASSP Convention and Exposition**, National Association of Secondary School Principals, 2006

- ***Reach'em, Teach'em, Keep'em Conference***, The George Washington University Freshman Transition Initiative, 2006
- ***Grantsmanship Training Program***, TGCI The Grantsmanship Center, 2005
- ***Training for District Assessment Coordinators***, Region XIII, 2005
- ***Curriculum/Special Education Leadership Network***, Region XIII, 2004 – 2005
- ***Board Member Training***, Charter School Resource Center, 2003 – 2005
- ***Comer Process***, Prince George's County Comer SDP Regional Professional Development/Training Center, 2004
- ***A+ Best Practices***, Charter School Resource Center, 2003 – 2004
- ***Midwinter Administrator's Conference***, Texas Association of School Administrator's, 2002 – 2004
- ***Nonviolent Crisis Intervention Training***, The Austin Area Charter School Cooperative, 2003
- ***Malcolm Baldrige Approach to School Excellence***, Jim Shipley & Associates, 2003
- ***Teacher Appraisals and Dismissals in Texas***, Lorman Education Services, 2002

Current/Past Professional Affiliations

- *American Evaluation Association*
- *American Educational Research Association*
- *Association for Supervision of Curriculum Development*
- *Harvard Principals Institute*
- *National Association for Developmental Education*
- *National Association for Equal Opportunity in Higher Education*
- *National Association of Secondary School Principals*
- *Southwest Association of Student Assistance Programs*

EDUCATION

- Fordham University** New York, New York: Fall 2004
Masters of Science in Teaching English as a Second Language
- North Park Seminary** Chicago, Illinois: Degree not yet conferred
Double major in Non-Profit leadership and Family Ministry emphasis in Liberation Theology (Equity)
- Nyack College** Nyack, New York: May 2003
Bachelor of Science in Elementary Education with a concentration in English and History
Dean's List recognition and honorable mention

LICENSES

New York Provisional Certificate for Teaching, PreK-6
New Jersey Certificate for Teaching K-8
New York English as a Second Language Teaching Certificate Pre-K- Adult
New Jersey Middle School History Content

EXPERIENCE AND RESPONSIBILITY

12/2017- Present

Vice President, Equity and Anti-Oppression, The Achievement Network

- **Created an equity definition for ANet to support external equity charge of the organization**
 - Conducted a Root Cause analysis and identified a need for a normed definition of equity
 - Created equity sessions to unpack the meaning of the definition and how it might impact products and service
 - Conducted extensive research, session designs, a rigorous feedback loop with key stakeholders
 - Published definition and designed roll out to support the organization in internalizing the work
- **Leading a transformational anti-racist organizational change committee**
 - **Vigorous research** of other organizations who specialize in anti-racism work and who have implemented anti-racist tenants.
 - **Facilitated training and vision setting** meeting with key stakeholders in the organization
 - **Built belief and momentum** in the work through leadership interactions
 - **Designed structure, function and vision** of a Anti-Racist Organizational Change Team
 - Executed **extensive outreach** across the organization to recruit for the change team exceeding goals
 - **Managed external partnerships** to support the work
 - **Supported in internal communication** of the work including podcasts, one on one conversations ,written communication and webinars.
 - **Designed vision for ongoing training** for members of the organization
- **Equity advisor and consultant support to implement:**
 - the organization in Internalizing **anti-racist organization continuum**
 - equity support in **on-boarding coaches** and support for coach practices around equity and literacy
 - equity within **new partnership and new teacher organization**
 - Equity support in **external system support**
 - **Manager support** in team development
 - Support to **leaders across the organization** in identifying how bias plays on within their leadership
 - Close partnership and support of the Chief Talent and Equity Officer
- **Equity and non-profit leadership expertise**
 - Professional Development Session- Developed and facilitated sessions including:
 - Greater Newark Charter School - Conversations between parents and teachers; Developing a culturally relevant curriculum I & II
 - ANet - Intro to ANet for leaders and teachers through an equity lens; Facilitating conversations about race
 - Professional Development Sessions and Graduate Courses-attended
 - **Beyond diversity (4 years of training)**

- Anti-oppression and compassion training; Facilitating conversations about race; Diversity Simulation of Power dynamics; Equity within the school system and school culture
- **The Sankofa Experience** at North Park Theological Seminary combines graduate level readings, films, classes and community meetings concerning social constructions of race and how they impact other identities. The experience culminates in a 60-hour bus pilgrimage (modeled after the historic freedom rides) across the United States where participants grapple with what it means to become a beloved community.
- **North Park Seminary courses** - Organizational behavior and ethics; Conflict management; Ethical leadership; Pastor care and community justice; Religion and cultures

7/2015- 2017

Managing Director/Senior Director, The Achievement Network

- **Managed Nashville District Partnership**
 - Built strong relationships across a highly political landscape
 - Led literacy professional development sessions across multiple tiers of the organization
 - Set the vision and trajectory of the Nashville work with partners and ANet's internal team
 - Designed and facilitated two years of literacy professional development for high school and middle school leaders
 - Created and facilitated training for literacy leaders in support of common core standards
 - Partnered with external partners to support the work in Nashville such as Unbound Ed, Washington University
- **Hired and on-boarded Coaching Team**
 - Created on-boarding plan with an emphasis on equity development
 - Trained coaches through modeling, professional development, and team collaboration
 - Created and facilitated two years of weekly team development meeting

7/2012-2015

Director of School Support, The Achievement Network

Develop influence and reach of school leaders to sustain and build strong data-driven instruction throughout their school

- **Learning and Development liaison** designing a plan that supports charter engagement vision
- **Tailored and facilitated** five consecutive district writing trainings with one on one coaching follow up
- **Assess school leadership team culture** and develop clear action steps to improve and share lessons learned
- **Facilitated numerous professional development** sessions with a record of high feedback
- **Managed multiple projects** plans including, ELA internalization, Looking at Student Work, Support Planning
- **Managed difficult district relationships** in order to support schools

Goals

- Develop ongoing routines that encourages members to support each other with development areas
- Help the NJ team to create a 21st century workplace that allows for employees to define clear priorities, increasing interdependence among team while creating effective boundaries for the group as a whole and share lesson learned with the larger organization
- Continue to dig deeper on race and how it plays out in our work while impacting the greater organization

Team Culture and Equity Focus

- Led team in identifying the need for a team culture statement, supported in the development of the statements with plans on to live out the vision and share the vision with the larger organization.
- Led team in identifying their personal strengths and growth areas. Identified team strengths and growth areas. Leveraged team relationships to help to support each other professionally and personally.
- Supported professional development around race and privilege and designed on-going partnership with the broader ANet community and Beyond diversity
- Partnering with community organization and ANet human resource team to support in vision for greater support managers in order to support their coaches in work life balance

Led Beyond Diversity Organizational Change Team

- Created the vision and implemented project plan for the Beyond Diversity Group
- Led planning team in support of roll-out of project plan
- Objectives of the group including: (1) Establishing common language to communicate about race and privilege, (2) Understanding how early messages about race and racial differences affect how individuals view the world (3) Learning how white racial privilege shapes the lives of white people and people of color (4) Investigating what individuals can do to address the impact of privilege in schools. (5) Train a team member from eighty-five percent of the organization to facilitate conversations of race.
- Co-Led monthly meeting to train participants in leading team conversations about race and privilege
- Led team in identifying the need for a team culture statement, supported in the development of the statements with

- plans on to live out the vision and share the vision with the larger organization.
- Organized logistics of in-person training for 20 members from across the organization
- Led work sessions in creating tools to support ANet's internalization of equity content within our model

Lasting Impact of the Beyond Diversity Group

- On-going training from Beyond Diversity for three subsequent years
- Senior Team introduction to anti-racist continuum, the foundation for current anti-racist work in the organization
- ANet members volunteered for an LGBTQ+ sessions led by Beyond Diversity
- ANet implemented affinity groups as recommended by the ANet Beyond Diversity team
- Beyond diversity led reform of the new Advanced Equity core value, strengthening the vision even further
- Deeper conscience and commitment to anti-racism work.

8/04-6/2012

Literacy, History and Math Teacher for middle school students, Newark, New Jersey

Developed and taught standard-based curriculum at Greater Newark Charter School

Entrepreneurial Spirit who successfully made organizational impact through work

- **Led** low performing students towards advance proficiency:
 - **Utilized** Understanding by Design framework to plan units in a “backward design”
 - **Promoted deeper** and more substantial mathematical understanding by using a standard-based curricula
 - **Analyzed data to create instructional plans** to increase student performance
 - **Created** instructional plans based on data to improve classroom instruction
 - **Piloted** Singapore math program in the 5th grade
 - **Piloted** Internet Based assessment, Study Island, which provided detailed progress of student performance
 - **Increased** student work production resulting in academic gains.
 - **Used academic data** to individualize learning in order achieve maximum student success

Transformational Leader who inspires others to discover their full potential

- **Co-authored professional** handbook to assist teachers in unit planning
- **Conducted** classroom observations of pre-service Drew University graduate student teacher
- **Assessed** Drew University graduate student performance and conducting reflection meetings
- **Developed and facilitated** professional development workshops called,
 - “Bending the will of a child without breaking their spirits”
 - “Conversations between parents and teachers”
 - “Developing a culturally relevant curriculum I & II”
- **Co-Leading Public Relations** committee for a Newark Community Garden
- **Participating in Community Development** for the city of Newark
- **Participating in Greater Newark Charter School** hiring Committee

10/05-1/10

Adjunct Professor for Institute for Intensive English Union County College, Elizabeth, New Jersey

Taught level 1-5 reading, writing, grammar, speaking, listening and comprehension with high success on college exam

*Acknowledged for excellent **adult active learning methods***

- *Taught adults from a wide range of ethnicities and educational backgrounds*
- *Consistently received excellent student and administration evaluations*
- *Prepared syllabus and course outcomes*
- *Maintained outstanding relationships with students and staff*

Reference availability upon request

Tony Plunkett

plunkettanthony@gmail.com 657 E. 26th St 3P, Brooklyn, NY
(718) 207-7754

PROFESSIONAL EXPERIENCE:

**MD, Equity and Program Strategy; Achievement Network, Boston, MA
2015-Present**

- **Advance Equity**
 - Work in partnership with teams across the organization to set the vision and strategy for defining educational and institutional equity aims
 - Drive implementation of our anti-racism educational equity strategies
 - Develop, collect & curate equity/anti-racism related resources for the organization
 - Execute differentiated org-wide learning opportunities including skill building of equity literacy, and anti-racism development; e.g. Learning Together or other opportunities
 - Participate in Antiracist Change Team trainings and work, including:
 - Joining sessions with Beyond Diversity
 - Supporting the development and roll-out of the org-wide standards and strategy
 - Participating in the Communications Change Team
 - Co-facilitating Learning Together sessions
 - Managed and supported process of working with ELA and math content teams to build out existing bias and sensitivity review processes to incorporate a committee of ANet coaches and staff
- **Advance Strategic Assessment Priorities**
 - Managed projects that advance key strategic assessment priorities and questions that define future offerings by working closely with math and ELA assessment directors and across teams, engaging partners and external experts, and understanding the external landscape
 - Managed learning agenda to inform decisions about new assessment products and innovations
 - Engaged internal and external stakeholders to understand opportunities
- **Understand External Landscape and Partner Needs**
 - Stay current on national trends in the assessment landscape and district and state assessment policy to inform current and future offering and communication
 - Served as resource to the team and organization and lead opportunities to build knowledge and expertise
 - Managed partner engagement plan and work closely with leaders of the Assessment team to create opportunities to gather feedback from and understand the needs of current and future partners
 - Managed plan for the engagement of external experts and the convening of the Assessment Advisory Committee
- **Assessment Communication**
 - Developed and manage assessment team communication plan, including all

resources and information shared internally or externally as well as network team rhythms

- Managed responses to external requests and collaborate with content teams to prepare presentation materials for network team and external meetings

Executive Director, Assessment Design, Policy and Communication, Division of Curriculum & Instruction Tennessee Department of Education (TDOE), Nashville, TN 2012-2015

- **Assessment Design:**
 - Collaborated with senior leadership on the fiscal year agenda; work with division project management to determine project requirements, budget estimates, and resource allocations
 - Directed, in collaboration with senior leadership, the development of new assessment programs and supporting products, including the development of test specifications, generation of items, accessibility frameworks, the design and execution of pre-testing plans, the assembly of final forms, and the creation of reporting documentation
 - Managed and direct developments for existing assessments and supporting resources, serving as a primary contact with vendors under contract
- **Policy:**
 - Managed coordination between division and State Board of Education and General Assembly, including approval of fiscal notes and responses to legislative bills and queries relating to curriculum and instruction
 - Worked with senior leadership to ensure that state board and legislative policies align with priorities of division and promote student achievement

Common Core Program Manager, NYC Department of Education; New York, NY 2011-2012

- Managed and/or supported all operational activities, including budgeting, procurement, purchasing and general pilot support activities for 2 of 5 citywide Common Core Pilots
- Engaged key stakeholders (networks, school personnel, teacher teams involved in the pilot) to design and build support for the Common Core work. Gathered information about school and network reception of various supports and communications to help inform policy decisions, future planning and implementation work
- Collected, analyzed, and interpreted data; prepared statistical and narrative reports and/or graphs, as appropriate; assisted with preparation of manuscripts for publication; and presented research results to DOE leadership. Continuously evaluated processes, policies and procedures and provided feedback to senior leadership on opportunities for improvement to better meet the needs of educators

EDUCATION:

- **Pace University; New York, NY 2003-2005**
 - Master of Science in Teaching (Focus on Elementary Education)

- **Brown University; Providence, RI**
 - B.A. History

1997-2001

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

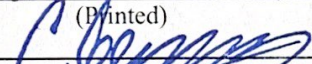
Vendor Name: The Achievement Network, LTD.

Vendor Address: One Beacon Street, 2nd floor, Boston, MA 02108

Vendor E-mail Address: jjessop@achievementnetwork.org

Vendor Telephone: 504-377-6820 Fax Number: —

Authorized Company Official's Name: Carter Romansky

Signature of Company Official: 
(Printed)

Date: 7/23/20

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

- a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;
- b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;
- c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;
- d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;
- e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;
- f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and
- g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By:  (signature)

Printed Name and Title: Carter Romansky, Chief Business Officer

For and on behalf of: The Achievement Network, LTD.
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, _____, being of legal age and having been duly sworn upon my oath,
state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by ^{The} Achievement Network (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER

AFFIANT SAYETH NOT

By: [Signature] (individual signature)

For The Achievement Network, LTD. (company name)

Title: Chief Business Officer

Subscribed and sworn to before me on this 21st day of July, 2020.

[Signature]
NOTARY PUBLIC

My commission expires:



PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS



ACHIEVEMENT NETWORK
Learning. Together.

ACHIEVEMENT NETWORK (ANET) RESPONSE TO RFP

PROPOSAL-Professional Development for
Social Justice for Anti-Racist Schools

July 24th, 2020

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

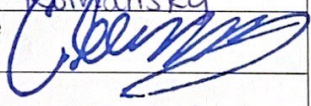
**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name The Achievement Network, LTD.	Authorized Person Carter Bondansky
Address One Beacon Street, 2 nd floor	Signature 
City, State, Zip Boston, MA 02108	Title Chief Business Officer
Tax ID# 20-3289870	Phone 504-377-6820
Entity Type Non-profit	Email jjessop@achievementnetwork.org

PART I: INTRODUCTION AND PROCESS

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Introduction

The Achievement Network (ANet) is an education nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. ANet partnerships help educators deepen their belief that all students come with valuable knowledge and an innate ability to learn, that educators must actively work to hold high expectations for all students, and that educators must recognize and disrupt their own/others' biases, which can erode expectations for students.

We support educators in building an instructional culture across classrooms and schools that is representative of all students' cultures and cultivates a growth mindset.

ANet takes an anti-racist approach in all aspects of our work. If selected for this opportunity, ANet will deliver professional development for social justice to educators at Ferguson-Florissant School District. ANet brings years of expertise in anti-racism and anti-oppression orientation work within the context of K-12 education and student achievement.

ANet is uniquely positioned to deliver professional development for social justice to educators across the Ferguson-Florissant School District for three primary reasons:

1. ANet has 15 years of experience supporting equitable instructional practices.

Founded in Boston in 2005, ANet has 15 years of experience supporting equitable instructional practices in schools and districts across the country. We currently work with nearly 1,000 schools and over 100 systems in 26 states and the District of Columbia. ANet's work focuses on supporting educators in delivering equitable, high-quality instruction through professional development, coaching, and instructional resources.

ANet's work has included anti-racism training for teachers, workshops on the achievement gap affecting students of color, and seminars on racial identity development, sexual orientation, and organizational development on equity and anti-racism priorities.

2. ANet has worked towards becoming an anti-racist organization over the past 8 years.

ANet's purposeful decision to become an anti-racist organization has facilitated frequent opportunities for ANet staff to engage with and practice equity both internally in our organization, as well as our work with schools.

Internally, ANet established an "Anti-Racist Organizational Change Team" that provides leadership and momentum around anti-racist organizational development. The Change Team evaluates ANet's progress and plans for future growth by establishing clear and meaningful goals towards becoming an anti-racist organization. The broader Change Team working group includes five strategically focused teams of 15-20 team members each with a 50:50 balance of people of color and white people from across the organization.

The Change Team created a strategic plan and anti-racism standards to guide ANet through our journey of anti-racism, which helps us to provide the best service possible to our partners. ANet's lived experience of creating a Change Team and taking the steps towards becoming an anti-racist organization gives us the on-the-ground experience necessary to support Ferguson-Florissant in their aims of anti-racism and social justice.

3. ANet has the highest quality professional development and materials in the country.

Student Achievement Partners (achievethecore.org) has praised the quality and standards alignment of ANet's instructional materials and professional development. Further, the Louisiana Department of Education (LDOE) recently classified ANet ELA and math assessments and supporting materials as Tier 1—*“Exemplifies quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.”*

ANet materials and professional development drive student achievement and support equitable instruction. ANet will leverage our industry-leading expertise on high-quality instruction, anti-racism, and anti-oppression to support Ferguson-Florissant School District. ANet will provide best-in-class professional development that is aligned to research-based best practices of adult learning.

ANet's Approach to Anti-Racism & Anti-Oppression

Educational equity is at the center of ANet's work and mission. We are committed to becoming an [anti-racist organization](#), meaning that we actively fight against racist and oppressive systems and structures in our organization, schools, and communities. We believe that an anti-racist approach supports school leaders to guarantee that all students receive a high-quality education.

Today, COVID-19, unemployment, and police brutality is disproportionality affecting people of color. Dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure safety, and realize the potential of every Black and Brown child and adult. As protests have spread throughout our country, we stand in solidarity with communities of color because our liberation is wrapped up in their liberation.

We have been on an anti-racist journey, doing the effortful learning over the past several years and this is the moment to put our learning into practice by showing up for each other and for our partners in a way that reflects our [anti-racism standards](#) and [policy](#). ANet believes:

- All forms of oppression prevent marginalized students from experiencing educational equity.
- Racism and other forms of oppression have prevented and continue to prevent students from racially marginalized communities from experiencing educational equity.
- Students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent are at risk for lowered

expectations due to the effects of systemic oppression, white supremacy culture, and unconscious biases.

- Access to high-quality, equitable education for all students is a matter of justice.
- In order to achieve equitable instruction, we must recognize, respond, and provide support and resources consistent with anti-oppression principles.
- When given access to standards-aligned, culturally diverse curricula and assessments, paired with educators who believe in and provide consistent high-quality instruction, students in marginalized groups can achieve at a high level.
- The same systems and beliefs of oppression that impact students do not stop at the schoolhouse door and may directly impact employee experience in our organization.

We believe dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure the safety, and realize the potential of every Black and Brown child and adult.

As educators, our work in equity and anti-racism demands that we look not only at these systems, but at ourselves. We believe that we must take bold action to ensure justice for Black students, families, educators, and communities.

A Message from ANet's CEO, Mora Segal

The principal of Shaker Heights High School in Ohio wrote [a letter](#) to his community in response to the killing of George Floyd, and this letter inspired me to share a personal reflection with you. As ANet's white CEO, I have been on a journey to deepen my compassion for people of color—people whose lived experience includes things I've never had to think about.

This journey has been wrought with personal mistakes, realizations of ways I've previously failed my own staff, and recognition of a disconnect between our more technical work and our work with partners to help them understand the purpose beneath the data. It has been an ongoing process for years, fueled by calls to action by courageous people of color on our staff. They have helped me understand that being "not racist" is nowhere near enough as we work together to dismantle the immense systemic barriers in our educational system and our country.

I am grappling with many emotions as I look for ways we can take action that will meet the magnitude of this moment. But for communities of color this pain is not new—it is not just a moment. That is why we must focus on creating enduring change. At ANet, we've been engaging in these conversations and taking action as an organization for seven years. [Here](#), you'll find a statement of what ANet is doing and our anti-racist policy if you would like to learn more about this ongoing work.

In partnership,
—Mora Segal, ANet CEO

A. Basic Information

- **Name of organization** - The Achievement Network, LTD (ANet)
- **Size and organization of the company** - The Achievement Network, LTD. is a 501(c)3 nonprofit governed by a board of directors with 210 full time employees.
- **Direct mailing address** - One Beacon Street, 2nd Floor, Boston, MA 02108
- **Overview of organization history** - In addition to what we shared in the “Introduction” section above, ANet was founded in Boston in 2005 by a group of school leaders. We have 15 years of experience supporting schools and districts in delivering high-quality instruction and driving student achievement. ANet partners with nearly 1,000 schools and over 100 systems across the country.

B. Vendor Personnel Profile

The following personnel will provide service to Ferguson-Florissant School District and deliver high-quality professional development and coaching around anti-racism and social justice. ANet will also draw support from Dr. Sean Haley of the Haley Responsiveness Education Corporation to share his expertise in anti-racist training and cultural responsive education. Dr. Haley’s bio is also listed below. See the Appendix for attached resumes of all personnel listed.



Brod Boxley - *Managing Director, ANet Equity & Network Strategy*

Brod is a veteran ANet coach who works with current school partners in Philadelphia and advises the organization on incorporating equity and anti-oppression into our work alongside schools and districts. Before coming to ANet, Brod worked as an educational consultant on various school turnaround and improvement projects; he was also a school administrator for seven years.

He received a Doctorate of Education in Organizational Leadership from the University of Pennsylvania. Some of his past work has included:

- Central District Leadership Coaching; School District of Philadelphia, NJ
- Network Turnaround; NJ Dept of Education for Shabazz High School. Newark NJ
- Bias reduction training; National Board for Professional Teaching Standards.
- Equitable Math Practices; The Education Trust, Washington, DC.
- Founding design of Middle School; Boys Latin of Philadelphia School, Philadelphia, PA
- Citywide Black Male Mentoring Consortium: Urban Youth Racing School, Philadelphia, PA,
- Urban High School Achievement Incentives; A’s for J’s; Jordan Brand, NY, New York.
- Equitable Instructional Leadership Coach; , Great Oaks Legacy Charter School, Newark, NJ
- Equitable Instructional Leadership Coach; District 4, NYC Department of Education.
- Equitable Instructional Leadership Coach; Scholar Academies, Wash. DC and NJ
- Professional Learning for Equitable Instruction; Delaware Department of Education, DE



Marie Kodama - Senior ELA Content Specialist & member of ANet's anti-racism and culture team. Marie works to embed equity and anti-oppression principles into ANet's instructional products. Before coming to ANet, Marie conducted research on peace education by surveying and interviewing teachers and on bias in social studies education by analyzing textbooks. Marie has also taught English as a second language in Boston as well as in Japan and South Korea. She received a Masters in International Comparative Education from Stanford University.



Sean A. Haley - President, Haley Responsive Education Corporation (HREC) Founded in 2008, HREC supports organizations in promoting anti-racism using uniquely tailored strategies. Sean leads a team of HREC consultants that focus on creating organizational efficiency, stakeholder achievement, and client success. Sean has personally impacted outcomes in communities of various demographics while working with community leaders, stakeholders, and hundreds of educators nationally.

Sean supports educators in building capacity to transform environments to become more responsive to the needs of all community members. He has worked in more than 15 states across the country providing improvement and transformation support to schools (levels PK-12). Some of the districts and campuses served include:

- Texas - Aldine ISD, Angleton ISD, Arlington ISD, Austin ISD, Corpus Christi ISD, Dallas ISD, Denton ISD, El Paso ISD, Fort Worth ISD, Houston ISD, La Joya ISD, Katy ISD, Spring ISD, Spring Branch ISD, Stafford MSD;
- California - Los Angeles Unified, River Valley HS, Yuba City HS;
- Louisiana - Avoyelles Parish, Breaux Bridge HS, Lakeview HS, Madison HS, Marksville HS;
- Michigan - Detroit Public Schools, Port Huron HS, Wayne County Regional Education Service Agency;
- Mississippi - Lowndes County School District, Starkville School District;
- Ohio - Columbus City Schools, East Cleveland City Schools;
- Pennsylvania - Lakeland School District, School District of Philadelphia;
- South Carolina - Richland One School District;

Sean earned a B.A. degree in Psychology from Morehouse College, an M.Ed. in Curriculum and Instruction and Ph.D. in Educational Psychology from the University of Texas at Austin. Continued educational experiences include studies at The Principals' Center at Harvard University Graduate School of Education and the Evaluator's Institute at George Washington University.



Tamoya Rose-Watson - *Vice President, ANet Equity and Anti-Oppression*
 Tamoya is a veteran classroom teacher, leadership coach, and leader in anti-racism with over 15 years of experience. Tamoya designed ANet’s anti-racism framework for the organization and has facilitated anti-racist trainings for over 200 ANet staff members.

Tamoya designed, implemented, and continues to lead ANet’s Change Team and long-term strategy in anti-racism through the Anti-Racist and Culture Team and the Change Team at ANet.

Prior to her role as the vice president of equity and anti-oppression, Tamoya managed a team of ANet coaches to ensure they provided high-quality instructional support to schools and districts, and was an ANet coach herself. As a coach, Tamoya supported ANet’s first district-wide contract, which resulted in the start of our organization-wide anti-racism work. Tamoya has a Masters in teaching English as a second language from Fordham University.



Tony Plunkett - *Managing Director, Communication, Culture, and Anti-Racism*
 Tony works to support the ANet program team in pursuit of their equity-focused goals. Before coming to ANet, Tony worked as a teacher in New York City public schools as well as in assessment-focused roles at the district and state level in New York and Tennessee. Tony helped to lead the team that led the largest teacher-led training in Tennessee history. He received a Masters in Elementary Education from Pace University.

C. Vendor Experience Profile

ANet and our team of experts have decades of collective experience supporting equitable instruction, implementing anti-racist policy and practices, and delivering culturally responsive training.

ANet has expertise in not only fostering a culture of anti-racism, but also in making explicit connections between anti-racism and its application towards instructional leadership. As outlined below, we are ready to support the Ferguson-Florissant District in highlighting how anti-racist standards manifest in educational contexts such as in content-specific instructional guidance or professional development from the District.

Anti-Racist Policy and Practices - ANet has lived out our core values to advance equity through internal anti-racist development that has led to a formal anti-racist Policy (linked [here](#)) that culminates in anti-racist commitments that includes partner service for supporting culturally responsive learning for all students. The policy is announced in [this blog post](#).

Equitable Instruction - Our formal partnerships with nearly 1,000 schools and over 100 systems across the country are all organized with the commitment to work alongside partners to [move](#) toward [equitable instruction](#) through an anti-racist lens which includes [anti-oppression principles](#).

Instructional Leadership - ANet has centered its impact focus on influencing Instructional Leadership as defined as: Principals are instructional leaders who collaboratively establish a vision and school-wide culture for teaching and learning that ensures equitable instruction meets the needs of all students, including those who are most marginalized (multi-language learners, students with learning and attention issues, and students of color). They serve as lead learners in the school building by deepening their understanding of standards, while building the capacity of their instructional leadership team and teachers through a system of professional learning, including consistent feedback cycles, PLCs, and regular reflection opportunities, driven by data. They work alongside an instructional leadership team to execute their vision around teaching and learning to ensure that all students exceed a common standard through high-quality instruction.

Lead the Change - ANet delivered a series of professional development sessions to a cohort of ANet partner schools in Boston that were focusing on increasing access to equitable instruction through an anti-racist lens. The program balanced leadership personal and professional growth towards anti-racism as well as a focus on increasing student learning.

Equity and Anti-racism for Leaders and Teachers - ANet curated and developed powerful content to support culturally responsive education for more than 30,000 leaders and teachers through our online data and resource platform, myANet. For example, one resource available is called, "[Equity and Anti-racism for Leaders and Teachers](#)".

Equity Literacy - Great Oaks Legacy School in New Jersey partnered with ANet to build equity literacy skills that enable leaders, teachers, and educational assistants to recognize and respond to bias and inequities impacting student experience. The series focused on local school-based scenarios, practice, and application to classroom instruction.

Bias and Sensitivity Focus - As part of our anti-racist work and commitment to equity, we have increasingly applied the lens of equity to address biases in our products and services. We have developed a process over time to ensure that all of our instructional products are free of any potential bias or sensitivity concerns. This has involved training a group of individuals across the organization to understand and identify ways that our products could unintentionally create inequities in student's ability to access content and demonstrate their learning. For example, we review all texts on our assessments for bias and sensitivity considerations, including:

- Does the passage disadvantage any population (gender, race, ethnicity, language, religion, socioeconomic status, disability, or geographic region) for non-educationally relevant reasons?
- Does the passage contain controversial or emotionally-charged subject matter that is not supported by the standards?
- Is the passage potentially offensive, demeaning, insensitive, or negative toward any population?
- Does the passage depict any population in a stereotypical manner?

Passage Equity - We recognize that in addition to eliminating bias and sensitivity issues in our instructional products, in order to develop anti-racist materials, we must also actively center stories about characters or figures of color and elevate the voices of authors of color in the texts that students read.

We are currently leading a five-year effort to ensure that at least 60% of our texts have main characters of color, well above the children's publishing industry average of 23%. We have heard demand among districts and schools aiming to increase representation in their curricula to have coaching around our approach; in response, we have made public our [guidance](#) and [tool](#) that lay out our considerations on race as well as gender, disability, and socioeconomic representation.

ANet's Results

ANet third-party evaluations confirm that ANet's model is effective. ANet's model is considered "Tier 1 - Strong Evidence" under ESSA by multiple states, including Massachusetts and Nevada, because third-party evaluations confirm that ANet's model drives student learning.

Investing In Innovation (i3) Randomized Control Trial

In 2015, we shared the results of a randomized control trial conducted by Harvard University's Center for Education Policy Research (CEPR). This trial was funded through a prestigious Investing in Innovation (i3) grant and showed that ANet schools with the right structures in place (such as common planning time) significantly outperformed non-ANet control schools.

Students in ANet schools achieved roughly six months of additional learning over the two-year study compared to students in non-ANet control schools.

The study also showed that educators recognized ANet tools and support to be higher quality than the control materials and support. Partnership with ANet also led to statistically significant improvements in instructional practice, including:

- Teacher collaboration happened more regularly and more productively at ANet schools than at control schools.

- Leaders set up routines that facilitated strong teacher development and built their own skill leveraging time effectively.
- Teachers developed critical skills of analysis and planning.

This trial was conducted in 89 schools and included roughly 21,000 students, making it one of the most robust evaluations of support for improving the practice of school leadership teams ever conducted.

Track Record of Success - End of Year Summative Data

Students in ANet partner schools across the country are consistently outperforming their peers based on end-of-year summative data. Following are additional examples of how ANet drives student learning, based on 2018-19 end-of-year summative assessment data .

- **Ohio** - In math, roughly 70% of ANet partners saw greater gains than non-ANet partners in the state. Lorain Public Schools became the first district to emerge from turnaround status in Ohio history and recognized the greatest gains of any district in the state.
- **Illinois** - Two-thirds of ANet schools in Chicago Public Schools are in good standing according to the SQRP accountability metric, compared to four years ago where only one-fourth of ANet schools were in good standing by the same metric.
- **Louisiana** - In a student growth measure that was introduced last year, nearly 75% of ANet schools demonstrated above-average student growth, an increase from over half from last year.
- **Maryland** - Baltimore City Public Schools schools have seen gains in math proficiency rates over the past 2 years, with coached schools making the greatest gains—over three times the rate of all schools statewide.
- **Colorado** - Over the course of four years, approximately 15% of ANet schools have moved from a Red or Orange School Performance Framework (SPF) rating to a Yellow or Green SPF rating, compared to 4% of non-ANet schools across the state.

In addition to broader student achievement trends across our networks, many communities we serve experienced notable progress among marginalized student groups.

- **District of Columbia** - Students that are ELL in ANet schools outpace their peers in non-ANet schools, making greater gains in both math and ELA over four years. Low income students show this same trend.

- **Massachusetts** - In Springfield, schools with strong leader practices closed the gap in ELA between African-American and white students from 18 percentage points to 6 over two years.
- **Ohio** - In math, Hispanic students closed the gap with white students to only five percentage points, compared to the rest of the state where the gap sits at over fifteen percentage points.
- **New York** - Hispanic students in ANet schools showed greater gains in math than the state average over four years, as well as students that are economically disadvantaged in ANet schools showing greater gains than students in non-ANet schools across both subjects.
- **Nevada** - Both students that are economically disadvantaged and students with disabilities in ANet schools made greater gains in a single year, compared to their peers in non-ANet schools.

D. References

Mary McCarthy, *Director of Talent*

Neighborhood House Charter School (Boston, MA)

(617) 825-0703

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ANet partners with nearly 1,000 schools and over 100 systems across 26 states and the District of Columbia. The following is a short subset of ANet partners to highlight our work across the country. ANet partners with districts of all sizes. Please reach out to Jocelyn Jessop, *RFP Manager* (jjessop@achievementnetwork.org) for more information on ANet partners over the last five years.

Chicago Public Schools (IL), Fort Dodge (IA), School District of Philadelphia (PA), Baltimore City Public Schools (MD), Detroit Public Schools Community District (MI), District of Columbia Public Schools (DC), Denver Public Schools (CO), Great Oaks Legacy Charter School (NJ), Jefferson Parish Public Schools (LA), Shelby County Schools (TN).

virtual platforms and have facilitated over 1,000 virtual learning sessions for our partners nationwide.

ANet will use various Zoom features to ensure that participants are engaged, including breakout sessions, polls, and the chat. We have the capacity for simultaneous or staggered workshops so that all sites could get the same learning within a week's time.

The following draft project schedule for the 2020-21 school year is a draft, based on our experience and expertise in supporting anti-racism and equitable instruction. However, ANet's support for Ferguson-Florissant School District is malleable and, if we are chosen for this opportunity, we will work closely with the District to design a scope of work that best meets the needs of the District.

Year 1 - Draft Project Schedule

<Ongoing> Virtual Learning Playlist

School and district leaders will receive an asynchronous playlist of professional development digital resources to access at any time to build their knowledge and skill in service of their school's instructional recovery plan. This playlist will be accessible throughout the year and will directly compliment the training that leaders receive. There is no additional fee for this offering.

August, 2020

August 14 - Keynote - Overview of Anti-Racism and Racial Trauma Relief - ANet will provide training to all staff on what it means to become an anti-racist organization, the personal commitment necessary to achieve success, and the structure we will use to create and meet district goals.

Audience - All Staff

Logistics - 2.5 hours, 5 facilitators

Objectives - Participants will:

- Develop key understandings of Anti-Racism and Racial Trauma Relief in relation to Ferguson- Schools
- Determine how Anti-Racism and Racial Trauma Relief impact their work at the intersection of SEL, Academics, and Equity.
- Identify the work that is already in place as well as 1-3 necessary commitments that [move](#) their Teaching and Learning Cycle towards [equitable instruction](#) through an anti-racist lens specifically around the following core beliefs:
 - A belief that ALL students come to us with valuable knowledge and an innate ability to learn; educators work actively to hold high expectations for all students and recognize and disrupt their own/others' biases which can erode expectations for students;

- A classroom that is sustaining of students' culture and cultivates a growth mindset/culture of error; and
- Instruction that reflects principles of [anti-oppression](#).

September, 2020

Anti-Racist Diagnostic and Assessment - ANet will consult with District leadership to determine what has been accomplished thus far in becoming anti-racist. This information will be used in partnership to set goals for the organizational change process.

The information will be gathered through individual and group interviews and a review of District data related to building equitable leadership practices and culture through areas such as: policy, change leadership, curriculum, teaching and assessment, employee personal development and processes, and professional development; where teaching and assessment is the core of the student experience.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Plan a listening tour centered on the needs of the most marginalized through a diagnostic tool, with these questions in mind:
 - Where do you see your District on the anti-racist continuum? What are your strengths and areas for growth? What do teachers, students, parents, and community members think?
- Determine the right entry point for guaranteeing equity for all employees.

Qualitative Review with Focus Groups - Additional information gathering opportunities through conversations with small groups of District leadership. ANet will work with District leadership to plan and support an ongoing community engagement strategy so that district leadership can hold conversations with students, families, and other community members in a way that reflects our anti-oppression principles.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators, 3 meetings

Objectives - Participants will:

- Discuss and be able to answer the following questions:
 - What is working well in the district? Who was engaged? Who was making progress? What leadership/teacher actions influenced that?
 - What is not working well? Who is inadequately engaged? To what do you attribute that?
 - What of the preliminary view of each school's trends in executing equitable instruction?

- What would help the District reach a stronger state of social justice and [equitable instruction](#) from an anti-racist stance?

October, 2020

Data Analysis and Reflection Meeting - ANet will work alongside District leadership in analyzing and reflecting on data to help inform anti-racism work.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Deepen understanding of teacher and student needs by collecting and analyzing qualitative and quantitative data about student learning.
- Develop a practice of routinely reflecting on and adapting instruction toward equitable instruction; for instance, a Teaching and Learning Cycle that includes noticing student assets and needs, planning time-bound action, reflecting on results and what to keep or change, planning from vision and high expectations, influencing teaching, assessing, and continuing the cycle for transformation of teaching and learning.

Developing a Central “Change Team” - ANet will work with District leadership to select and guide a “Change Team” that is diverse racially, culturally, and by position in the district. The purpose of the Change Team is to ensure the District meets its goals to become an anti-racist organization. To be effective, we will work with District leaders to ensure that the team is empowered to make change in concert with fellow district leaders, school leadership and the wider school community.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Launch and empower the Change Team to shepherd the district toward racial equity by:

- Developing anti-racism standards
- Gathering feedback on the draft standards from school leaders and staff
- Securing approval for the standards from district leadership
- Designing an implementation plan for the standards
- Implementing the standards with the entire staff
- Providing information and clarity to district staff
- Serving as the district’s supportive, enthusiastic voice on becoming an anti-racist organization.

In the first year of partnership, ANet will support the District in creating a Central Change Team and unified anti-racism standards. In year 2, we will support 5-10 schools in creating their own Social Justice Anti-Racist Change Teams for the District’s social justice and anti-racism work and empower those school teams to advance the district’s Anti-Racist Standards. In year 3, ANet will support the remaining schools in the District to create Change Teams. From the start and

throughout the process the Change Team is meant to be inclusive, including possible representation across building job roles, community, a High School senior, parent, board member, and an overall racially diverse group as well as other intersections of identities.

November, 2020

November 3 - Implicit Bias Training - ANet will provide a second training for the entire District staff on implicit bias and stereotype threat and the connection to student learning.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Feel challenged and supported in examining and disrupting the mindsets, beliefs, systems, and structures that perpetuate inequitable experiences and outcomes for students of color across the Teaching and Learning Cycle.
- Feel clear on their vision of instruction and have the agency to truly achieve equitable instruction in their building, through deepening their understanding of implicit bias, recognizing implicit bias within themselves, and considering the effects of implicit bias within our schools

Developing Anti-Racism Standards - ANet will assist the Central Change Team in developing Ferguson-Florissant anti-racism standards to structure the district's change in the areas of (1) Policy, Leadership and Management; (2) Curriculum, Teaching and Assessment; (3) Discipline and Suspension; (4) Students' Personal Development and Progress; and (5) Staff Recruitment, Training and Professional Development. The standards are the bedrock of the organization's goal to become an anti-racist organization. ANet will support the District in developing standards through a collaborative approach.

Audience - District Leadership

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Build from equity and anti-oppression principles and other examples to enable Ferguson-Florissant Social Justice Change Team to begin the process of developing specific anti-racist standards

December, 2020

December 18 - Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change - ANet will support District leadership to internalize and make meaning of the anti-racism standards while integrating lessons learned from our initial district data analysis for educators across the District to begin internalizing. ANet will also outline how Ferguson-Florissant's anti-racism standards will directly apply to change leadership for impacting school change.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Begin to build deeper understanding of the newly developed anti-racist standards and how they can impact school change

January, 2021

Implementing Anti-Racism Standards and Applying Change Leadership to Impact School Change - ANet will assist the Central Change Team to develop a plan for implementing the anti-racism standards across the District. Change Teams will build an initial six-month implementation strategy around the anti-racism standards.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Develop a plan for implementing the anti-racism standards district-wide
- Discuss and design actions based on the question “What actions do we take in order to actualize the standards?”

February, 2021

February 12 - Anti-Racism and its Impact on Instruction - ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction. ANet is an expert in the field regarding equitable use of assessments, instructional materials, and social emotional learning. We will draw on content from our related White Papers on these topics to bridge the connection between implementing anti-racism in the school building and classroom to drive student learning and achievement. See ANet’s White Paper’s linked below:

- [3 Principles for Assessments during Instructional Recovery and Beyond](#)
- [Four dimensions of instructional materials that put students first](#)
- [Head & Heart: An expanded approach to meeting students’ needs as schools reopen](#)

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will:

- Identify connections between anti-racism and equitable instruction with considerations of Anti-Racism, Social Justice, and Social and Emotional Learning.
- Apply how those connections relate to occasions of teaching and learning in Ferguson-Florissant.

March, 2021

Developing Outputs to Operationalize Anti-Racist Standards - ANet will work with the Central Change Team to develop outputs to operationalize the newly-developed Ferguson-Florissant anti-racist standards. Additionally, we will discuss what is going well, what is not going well, and how to best move forward with the implementation strategy of the district's anti-racism standards. ANet will support Change Team members in prioritizing key standards and identifying clear goals and outputs of their strategy.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Collaboratively develop outputs aimed at putting their newly developed standards into practice.
- Discuss the glows and grows of the process so far and determine next steps for implementation.

April, 2021

April 2 - Rollout of Ferguson-Florissant Anti-Racist Standards - ANet will support all staff with collaboratively making sense of the newly-developed standards and how they can best come to life within existing frameworks and systems in their district and in their schools.

Audience - All Staff

Logistics - 2 hours, 5 facilitators

Objectives - Participants will collaborate to discuss the following questions:

- What are the tactics to actualize the standards? (e.g. role playing and scenarios, sentence starters)
- What is the connection between the standards and current frameworks in my district/school? Where do they bridge well?
- How can we create room for better application of the standards?

Developing Action Steps to Support Anti-Racist Strategy Outputs - ANet will work with the Central Change Team to develop action steps for implementing the Ferguson-Florissant anti-racist standards. This session will focus on strategy and planning outputs for the 2021-22 school year.

Audience - Central Change Team members

Logistics - 2 hours, 2 facilitators

Objectives - Participants will:

- Identify action steps that will support district leaders in accomplishing the outputs
- Feel empowered to actualize the anti-racist standards through specific and concrete strategies and outcomes

May, 2021

Anti-Racism Desktop Audit: District Procedures and Practices - ANet will build the capacity of District leaders through modeling and practice to apply anti-racist standards toward District procedures and practice. We will begin with District-level procedures to eventually develop anti-racism in school procedures and practices. The work will identify key areas to improve for the 2021-22 school year in anti-racist strategy. ANet will provide a two-level vetting process against Ferguson-Florissant's anti-racist standards, including: manuals, handbooks, protocols, and literature. We will highlight areas of alignment or misalignment with the anti-racist standards.

Audience - District Leadership Team

Logistics - 2 hours, 3 facilitators

Objectives - Participants will:

- Transition from development to internalization of the anti-racist standards by applying them to District procedures and practices.

The Ferguson-Florissant School District will accomplish the following by the end of the 2020-21 school year:

- Center the experience of those most marginalized to expand their perspective of the culture leadership and practices of the District that lead to equitable instruction.
- Identify the barriers in practice and culture for equitable instruction.
- Ground District leaders in anti-racism principles.
- Build a vision around anti-racism to integrate into schools.
- Operationalize this vision through the anti-racism standards developed by the Central Change Team.
- Build a coalition of leaders across the District who have deepened their knowledge and understanding around anti-racism and have worked to form a vision that sets schools up individually to create anti-racist systems, structures, and culture in their buildings.
- Center the District's anti-racism efforts through compassion and trauma informed lens.

Year 2 - Draft Project Schedule

In Year 1, the District will set a vision for anti-racist work through developing the anti-racist standards. The District will create a Central Change Team to steward the work of the anti-racist strategy.

In Year 2, ANet will support the District in selecting 5-10 schools to develop Change Teams in their school buildings. These school Change Teams will build off of the foundation set by the District in Year 1 and work to operationalize the standards within their school context. The school Change Teams will work to establish school-based strategies, practices, and culture that reflect Ferguson-Florissant's anti-racist standards.

Creating Change Teams in 5-10 Pilot Schools

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in 5-10 schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Developing a Five-Year Plan to Implement the Anti-Racism Standards

ANet will assist the Change Teams in developing a five-year plan. We believe that a five-year implementation plan is rigorous yet realistic. Our experience with schools indicates that teachers and administrators have full schedules without much time for added responsibilities. For the District to become an anti-racist system, all school staff must commit to making change in the areas where they work. However, the time allotted for the change must be manageable so that it does not overwhelm or frustrate staff. The timeframe for making change must also allow the Change Team and district leadership to maintain a high level of excitement and enthusiasm about the change process.

As part of this process, the Change Team will answer the following questions:

- 1) Who are the district stakeholders who need to be aware of the standards?
- 2) Where in the school community does the Change Team need buy-in and support?
- 3) What needs to be done to meet each standard?
- 4) How will the standards be incorporated into the school community?

The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

Year 3 - Draft Project Schedule

Expanding Change Teams to Remaining Schools in the District

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in the remaining schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Continuation - Implementing the Standards

ANet will continue to support the Change Team in implementing the anti-racism standards. This support will include regularly-scheduled meetings with the Change Team to monitor progress toward meeting their goals. The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

Brod Boxley, Ed. D.

203 Monterey Avenue, Cherry Hill, NJ 08003
(609) 616-2575 bboxley@achievementnetwork.org

SUMMARY:

- Innovator committed to improving schooling and the teaching and learning processes
- Strategic planner focused on solutions-oriented engagement about systems impact
- Significant insights at the system and school level in district, charter, and non-profit education sectors
- Developer of national professional standards resources and assessments for world-class organizations
- Cultivator of Strong relationships and life-long entrepreneur with eye towards closing sales.

EDUCATION:

Ed.D; Educational and Organizational Leadership; University of Pennsylvania, Philadelphia, PA; Aug., 2006
included Wharton Coursework on Negotiation

Fellow; Educational Policy, Institute for Educational Leadership (IEL) Wash., DC, 2002-2003

M.Ed; Educational Leadership; The College of New Jersey; Ewing, New Jersey; August, 1999

BA; Mathematics, The College of New Jersey, Ewing, New Jersey; May, 1994

LEADERSHIP, SCHOOL, & SYSTEM IMPROVEMENT:

Managing Director of Equity and Anti-Oppression, Office of CEO, ANet, Boston, MA; July 2019-present

- *Strategize, build, and lead cross-functional coalitions to integrate anti-racist standards and stances into the operations, tools, and approaches we are improving for school and system coaching that is focused on instructional leadership for institutional equity and equitable teaching and learning in underserved communities.*

School Improvement and Leadership Coach, July 2010 to present

Senior Director of School Support, Achievement Network, Boston, MA/Newark, NJ; July 2013-present
Data Coach, Amplify, Wilmington, Delaware, July 2012 – July 2013

- Consulting with district and CMO administrators for sustainability of instructional change.
- Work alongside system and school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in under-served communities and other schools in need of increased impact.
- Help systems/schools transform from “data rich” to “data driven” through results coaching in service of internalization of rigorous state standards and aligned instruction.
- Coaching leaders in priority-based, data-informed decision-making within a culture of high-functioning teams focused on school structures, teacher actions, and key levers in leadership.
- Coaching groups of teachers, instructional coaches, and leaders in analyzing and using data for action within a cycle of inquiry towards a culture of sustained student achievement
- Collaborate with internal and external stakeholders with authoring, designing, editing, and revising of content for educators to use in support of their work with data.

Planning Consultant for School Expansion, Boys’ Latin of Philadelphia, PA, 2011 through 2013

- Landed contract for conducting comprehensive planning services for the highly anticipated middle-grades expansion of a highly successful 9-12 urban charter school.

Leadership Coach, Hoboken BOE, Hoboken, NJ, February, 2012 through June, 2012

- Landed contract to consult and coach the principal towards a transparent data culture and sharing leadership and I introduce key school turnaround actions being taken on in response to long standing low achievement.

Turnaround Officer, Newark, NJ State School Improvement Grant, August 2010 through Dec. 2011

- Fully engaged other school performance consultants to think systemically, share effective practices, and engaged the local districts as well as the state resources for greater fidelity, accountability, and support for dramatic outcomes.
- Employed advisory as well as cognitive coaching approaches to build capacity and efficacy among school leaders.

GRANTS AND SERVICE WITHIN COLLEGES OF EDUCATION:

Assistant Program Director, College of Education, Kean University, 2015 to 2018 (Part-time)

- Led university's 1.2 million dollar sponsored school improvement partnership among Plainfield Public Schools, William Patterson University, and US Department of Education.
- Coordinated the identification, hiring, and management of staff delivering school service.
- Recruited and managed 2 cohorts of teachers seeking sponsored graduate programs in educational leadership.

Adjunct Professor, School of Education, The College of New Jersey, 2006 to 2014

Graduate Program in Educational Administration and Leadership, 2006 to 2011

- Lead aspiring leaders through educational research, informed discourse, and reflective practice.

Internship Supervisor, 2013 and 2014

- Observe, guide, and support aspiring teachers through specific and supportive reflective coaching, actionable feedback, and close coordination with supervising teachers and program staff.

Grant Staff, School Turnaround Collaborative, The College of New Jersey, 2008-2009

- Coordinated a \$30,000 grant from the NJ Dept. of Education in collaboration with The College of New Jersey, Montclair University, and Rowan University. Planned, organized, co-facilitated, and instructed for a residential professional development initiative that assisted leadership teams from ten schools across New Jersey in evidence-based reform work at the school level.

PROGRAM EVALUATION AND NATIONAL CONSULTING:

Lead Consultant, Hawthorne Learning Associates, LLC, July 2010 through present

Program Evaluator, Citywide A's for J's Academic Incentive Program, Philadelphia PA

- Secured contract as independent program evaluator for client, VILLA, an urban fashion retailer and Jordan Brand, the maker of Air Jordan shoes, for their pilot partnership to create a program that rewards Philadelphia and Chicago students for academic achievement and excellence.

Program Evaluator, Naval Engines Design Program, Philadelphia PA

- Secured contract as independent program evaluator for client, Urban Youth Academy and the US Navy, for their partnership to teach adolescents naval engine design and STEM careers.

Program Director, What It Takes E-Mentoring, Philadelphia, PA, November 2011 through 2013

- Secured contract for Day to day coordinating and platform management with 7 secondary schools to maximize the impact of a web-enhanced school-based youth mentoring initiative through a partnership with United Way of Southeastern Pennsylvania's Center for Youth Development and the John S. and James L. Knight Foundation.

National Consulting Experience

Consultant, National Board for Professional Teaching Standards, Arlington, VA, 2008-2009

- Appointed to permanent working group of distinguished higher education faculty, policy makers, and practitioners to advise and craft Core Proposition Document for National Board Certification for Educational Leaders.

Researcher, Effective Measurement of Middle School Math Instruction, Ed Trust, Wash., DC, 2009

- Conducted research on value-added instruction to attach instructional moves to achievement.

EDUCATOR EXPERIENCE:

Head of School, Princeton Charter School, Princeton, NJ July 2008 to June 2010

- Lead US Blue Ribbon K-8 school with world class language program, proof of value-added student achievement, and active parent involvement.
- Report to Board of Trustees and supervise building administrators, school business administrator, director of facilities, 40 faculty and staff members, and 5 million dollar budget.
- Overall saw financing, construction, and launch of 6 million dollar campus center and expansion.
- Broadened understanding of school's charter and mission in order to more effectively serve students with special emphasis on academic and character for developing leaders.

Principal, Cherry Hill Public Schools, NJ July 2003 to June 2008

- Established clear goals and promoted those goals to be in the forefront of the school's attention.
- Worked to raise achievement for all students through use of researched-based instruction.
- Led and facilitated increase in measured perceptions of positive school climate.
- Implemented a school constitution, spirit days, discipline management, and recognition programs.
- Organized students', teachers', and parents' to participate in Student-Led Parent Conferences.
- Nurtured and sustained a collaborative learning culture.

Curriculum Supervisor, Cherry Hill Public Schools, NJ July 2003 to June 2005

Pontiac City Schools, Pontiac, MI; June 2002 to September 2003

- Designed comprehensive curriculum search, selection, adoption, and implementation.
- Designed and supervised instructional coaching model to develop teacher effectiveness.
- Contributed to the development \$130 to \$160 million budgets and managed \$750,000
- Improved student learning in mathematics through teacher leadership, and professional development in researched-based effective practices.

Teacher of Mathematics, Pennsauken and Lawrence High Schools, NJ 1994 to 1998

- Employed various teaching techniques while utilizing technology and assessment.

NATIONAL ASSESSMENT DEVELOPMENT EXPERIENCE:

Program Administrator for School Leadership Initiatives

Division of Teaching/Learning, Educational Testing Service, Princeton, NJ- Jan 1998 to May 2002

- Planned for, directed, and provide leadership for ongoing development, and delivery of two standards-based principal licensure assessments for which the primary clients are 5 state departments of education. The assessments are based on the Standards for School Leaders as developed by the Council of Chief State School Officers' Interstate School Leader Licensure Consortium (ISLLC).
- Directed the development of the assessments' scoring procedures and training manuals in light of inter-rater reliability, validity, and principles of assessment.
- Developed and implement program policies in concert with ETS corporate and client specifications with special attention to test fairness and adverse impact.
- Participated in the preparation of proposals for prospective and current projects.
- As principal contact, advised clients, councils, and department of education contacts on policy and procedural issues.

Developer for National Board for Professional Teaching Standards Projects

Division of Teaching/Learning, Educational Testing Service, Princeton, NJ- Jan 1998 to May 2002

- Responsible for overseeing, and developing advanced certification assessments for teachers of various content areas/level. These are the largest and most complex performance assessments in education. Also responsible for student assessments and staff development products and services.
- Facilitate committees and policy groups throughout entire development process.
- Liaison and collaborate with senior leadership from the National Board, colleges and universities, and disciplinary organizations (NAESP, NABSE, NCTM, etc.)
- Conduct training and scoring sessions for assessors, including bias reduction.

PRESENTATIONS AND PUBLICATIONS:

Black, S., Boxley, B, Fletcher, C, Repollet, L. (2018) *Successful turnaround school leadership: An analysis of case studies in Michigan and New Jersey*. Manuscript submitted for publication.

Boxley, B. (2018, August, 21). *Education Policy Harms Urban Schools*. Retrieved from <https://www.detroitnews.com/story/opinion/2018/08/21/education-policy-harms-urban-schools/1042083002/>.

Boxley, B. (2014). *The Effectiveness and Impact of the VILLA and Jordan Brand Partnership Pilot to Incentivize Urban High School Academic Achievement*. VILLA. Philadelphia, PA.

Boxley, B. Coleman A. (2013, April). *What It Takes To Close The Technology Literacy Gap Using E-Mentoring*. In B. Artwell (Chair), Coalition of Schools Educating Boys of Color Gathering of Leaders. Symposium conducted at the annual gathering of COSEBOC. Chicago. IL.

Boxley, B. Coleman A. (2013). *Year 2 Evaluation of Naval Engine Design Program for Office of Naval Research*. Urban Youth Academy. Philadelphia. PA.

Boxley, B. (2006). *Preparing Instructional Coaches To Promote Reflective Teaching: A Case Of How New Mathematics Coaches Carve Their Roles As Learners And Teachers Of Colleagues*. Unpublished doctoral dissertation, University of Pennsylvania.

Boxley B, Marquez E. (2003). *Teacher Assistance Package, Algebra Guide One: Analyzing Graphs and Interpreting Slopes*. Educational Testing Service. Princeton, New Jersey.

Oakley BA, Lawrence D, Boxley B, Kobus CJ. (2003). *Using the Kumon Method to Revitalize Mathematics in an Inner-Urban School District*. Journal of Engineering Education.

Auditor, *The Nation's Report Card (NAEP) and Scholarship Services, ETS, 2000*.

SERVICE AND RECOGNITION

Scouts BSA, Advancement Chair, Troop Committee, Troop 3070, Cherry Hill, NJ

Trustee, Child Protection Committee, New Member Class Instructor, Alpha Baptist Church

- Serve as steward for finances and facilities, liaison to oversee development and implementation of child protection policy, and ambassador and teacher to welcome and orient new members.

Board Service Award, Big Brothers Big Sisters of Burlington, Camden, and Gloucester, 2014

- In recognition of exceptional service in educating, guiding, and caring for children and doing so with intelligence and compassion. Gratitude for making a difference in the lives of so many children.

Hyman Services to Children Award, New Jersey Association of School Psychologists, 2007

- Exceptional service in educating, guiding, and caring for children and doing so with intelligence and compassion. Gratitude for making a difference in the lives of so many children.

Marie Kodama

15 Tileston Street Apt 1 Boston, MA 02113 • 713-253-8326 • mckodama@gmail.com

EXPERIENCE

Senior ELA Content Specialist, Achievement Network; Boston, MA – 2014–present

Design, produce, and ensure quality of diagnostic and interim ELA assessments aligned to CCSS in grades 2–12; refine the sustainability and expansion of assessments, including conceiving of processes for applying assessment statistics, bias and sensitivity, and aligning to state standards; envision and lead strategy to close gaps in racial, gender, disability, and SES representation in passages, resulting in increase of women characters by 146% and characters of color by 33%.

Bias and Sensitivity Reviewer, Massachusetts Department of Elementary and Secondary Education (MA DESE); Boston, MA – 2016–2018

Advised development and quality of MCAS assessments by using qualitative and quantitative data to review ELA, math, science, and social studies content through the lens of bias and sensitivity.

Curriculum Writer, Stanford Program on International and Cross-Cultural Education (SPICE); Stanford, CA – 2012
Researched and synthesized primary and academic sources to write middle school history curricula.

English as a Foreign Language Teacher, Geochang Department of Education; Geochang, Korea – 2011

Devised and implemented curriculum on English literature for 70 English learners in rural Korea, ages 13-15.

Researcher, Chigasaki City Public Schools; Chigasaki, Japan – 2009

Conducted open-ended surveys and interviews across 6 elementary schools on peace education; awarded multiple competitive grants to conduct fieldwork, including Reischauer Institute of Japanese Studies (RIJS) with additional support as the top applicant.

Director, Boston Refugee Youth Enrichment (BRYE); Dorchester, MA – 2007–2008

Led operations of after-school literacy program for 40 refugee children, ages 5-12; oversaw program development, fundraising, communication with parents, and staff recruitment.

EDUCATION

Stanford University; Stanford, CA – M.A. International Comparative Education, 2012

Master's thesis: "Portrayals of Japan's Victim and Perpetrator Roles during WWII in Japanese Elementary Textbooks 1950-2012"; conducted grounded theory study using emergent text/image coding and analysis of 30 Japanese social studies textbooks.

Harvard University; Cambridge, MA – A.B. Social Studies, 2010

Honors thesis awarded Noma-Reischauer Prize for best undergraduate essay on Japan-related topics; active in Harvard Crimson Dance Team, The Harvard Crimson, Phillips Brooks House Association (PBHA), and Harvard Japan Society.

SKILLS & SPECIALTIES

Native English, native Japanese; trained in Stata, SPSS, NVivo, Dedoose

PUBLICATIONS

Kodama, M. (2016, July 11). Letters for Black Lives, Japanese edition [Blog post]. Retrieved from <https://lettersforblacklives.com/dear-mom-dad-uncle-auntie-black-lives-matter-to-us-too-7ca577d59f4c>

Kodama, M. and Li, S. (2015, June 3). What Students Read Matters [Blog post]. Retrieved from <https://www.achievementnetwork.org/aneblog/2015/6/3/what-students-read-matters>

Kodama, M. (2012). Lesson Three. In R. Sekiguchi (Ed.) *The Mongol Empire* (pp.125-160). Stanford, CA: Freeman Spogli Institute for International Studies.

Sean A. Haley, Ph.D.
Haley Responsive Education Corporation
Manvel, TX 77578

Mobile: (512) 619-3903

sean.hrec@outlook.com

Objective Use organizational development and leadership acumen to design and facilitate the use of systems, resources and tools that promote strategic goal attainment.

Education

<ul style="list-style-type: none">• Ph.D. – Educational Psychology, 2006• M.Ed. – Curriculum and Instruction, 1999• B.A. – Psychology, 1988• The Evaluator’s Institute, 2010/2012• The Principals’ Center, 2002	<ul style="list-style-type: none">University of Texas, Austin, TXUniversity of Texas, Austin, TXMorehouse College, Atlanta, GAGeorge Washington University, Washington, DCHarvard Graduate School of Education, Cambridge, MA
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Relevant Skills and Experience

June 2007 – Present **Haley Responsive Education Corporation** **Manvel, TX**

President

- Manage projects and teams within budget; develop tools, strategies and metrics to enhance outcomes.
- Provide strategy, analysis, stakeholder engagement, and strategic partnership development for success.
- Coach senior-/middle-level leaders (e.g., board members, non-profit leaders, executive directors, administrators, leadership teams) and staff to promote equity, build internal capacity, support change management, and scale antiracist initiatives.
- Work with teachers/instructional leaders to transform schools and increase equitable student outcomes in various environments.
- Facilitate large- and small-scale training, visioning, strategic planning, and progress monitoring with various stakeholders.
- Serve on the Greater Houston Coalition on Social Determinants of Health Steering Committee; Community Voice co-chair.
- Provided an array of consulting services to high-profile organizations:
 - *Bill and Melinda Gates Foundation (BMGF)* – assisted in grant making, communications, partner engagement, and implementation of varied educational initiatives designed to impact communities and public policy.
 - *Center for Civic and Public Policy Improvement (CCPPI)* – support organizational development; systems design; community engagement; partnership development; communications support; research and strategy analysis; and social justice advocacy.
 - *Engage Learning, Inc.* – facilitate stakeholder engagement and district-level design; provide school transformation coaching to principals and teachers; conduct executive training and board workshops.
 - *Huston-Tillotson University Minority Science & Engineering Improvement Program (MSEIP)* grant evaluator.
 - *International Center for Leadership in Education (ICLE)* – served as a Senior Consultant supporting college and career readiness initiatives nationwide, evaluated program quality, and facilitated school improvement planning.
 - *Institute for Public School Initiatives (IPSI)* – co-developed the inaugural Texas Charter School Association Quality Framework used by 460+ member schools; facilitated consensus building across diverse school operators.
 - *National Cares Mentoring Movement* – supported the design of a multi-tiered STEM mentoring model designed to engage secondary students with college students and professionals from STEM disciplines.
 - *Texas Charter School Association (TCSA)* – trained aspiring charter school executives and leaders to support success.

2005 - 2007 **Region XIII Education Service Center** **Austin, TX**

Coordinator for the Texas High School Project

- Led an agency-wide executive team in creating a “Campus Snapshot” tool to analyze and enhance school performance statewide,
- Collaborated with the Texas Education Agency (TEA) Office of Education Initiatives to co-author a \$9.6 million *Texas High School Completion and Success Grant, Cycle 3*; managed the RFP process and grant serving 140 grantees.
- Guided a coalition of public districts, charter and private schools to gain a \$750,000 21st Century Community Learning Center grant, and upon award, administered the Shared Services Arrangement.
- Served as chief contact for a 16-county area; built statewide capacity across all 20 Texas Education Service Centers to scale targeted school support initiatives.

2001 - 2005 **NYOS Charter School** **Austin, TX**

Superintendent/Principal (2003-2005) Secondary School Principal (2001-2003)

- Conceptualized and established the secondary school program; created a common vision for postsecondary readiness across stakeholders while implementing a cohesive, high-performing PK-12 system.
- Sought funding, developed innovative partnerships and agreements, and designed management systems.
- Diversified and grew the school population while meeting internal/external stakeholder success criteria.

1998 – 2001

Huston-Tillotson University

Austin, TX

Interim Director/Academic Coordinator, High School Enrichment Program (1998-2001)

- Improved the dropout recovery high school program through collaborations with community partners to prepare former “dropouts” for college and career opportunities; successfully renegotiated the “Community Based Organization” service contract with Austin ISD.
- Managed program and budget; successfully gained \$575,000 in federal grants for after-school academic and precollege programs.
- Supervised 60+ program staff for secondary school, college “bridge,” and summer residential programs; designed new programs.

Clients and Organizations Served

Contractual Engagements

- Bill and Melinda Gates Foundation
- Center for Civic and Public Policy Improvement
- Engage! Learning, Inc.
- Huston-Tillotson University
- Institute for Public School Initiatives
- International Center for Leadership in Education
- National CARES Mentoring Movement
- Texas Charter Schools Association
- William A. Lawson Institute for Peace and Prosperity

Affiliate Engagements

- City of Houston Complete Communities SN 67
- Greater Houston Coalition on Social Determinants of Health
- Houston Area Urban League
- Institute for Urban Policy Research and Analysis
- National Low Income Housing Coalition
- Rice University Kinder Institute for Urban Research
- University of Houston College of Medicine
- University of Houston Hobby School of Public Affairs

Education Agencies/Schools Served

- **Alabama** – Birmingham City Schools
- **California** – Los Angeles Unified School District; Yuba City Unified School District
- **Georgia** – Crim High School, Atlanta Public Schools
- **Indiana** – DeKalb County Eastern Community School District
- **Louisiana** – Avoyelles Parish School Board; Breaux Bridge High School; Istrouma High School; Lakeview High School; Madison High School; Marksville High School
- **Michigan** – Detroit Public Schools; Oxford Community Schools; Port Huron Area School District; Wayne County Regional Education Service Agency
- **Mississippi** – Lowndes County School District, Meridian Public School District; Starkville School District
- **New York** – Mt. Vernon City School District
- **Ohio** – Columbus City Schools; East Cleveland City Schools; West High School
- **Oregon** – Sheldon High School; South Eugene High School
- **Pennsylvania** – The School District of Philadelphia; Lakeland School District
- **South Carolina** – Richland One School District; John Ford Middle School
- **Tennessee** – Omni Preparatory Academy
- **Texas** – Aldine ISD; Angleton ISD; Arlington ISD; Austin ISD; Bazosport ISD; Corpus Christi ISD; Dallas ISD; Denton ISD; El Paso ISD; Fort Worth ISD; Frenship ISD; Garland ISD; Harlingen ISD; Houston ISD; Humble ISD; Killeen ISD; La Joya ISD; Lancaster ISD; McAllen ISD; Nacogdoches ISD; Pearland ISD; Round Rock ISD; Spring ISD, Spring Branch ISD; Stafford MSD; West Oso ISD; Arrow Academy; Cedars International; Compass Academy; Lawson Academy; Pegasus Academy of Liberal Arts & Sciences; The Bob Hope School; The Imani School; Texas Education Service Centers (Region XI, Region XIII, and Region XX)
- **U.S. Virgin Islands** – St. Thomas-St. John School District; St. Croix School District
- **West Virginia** – Monongalia County Schools

Vision, Mission, and Planning

- **District Strategic Design Facilitation** Dallas ISD (2020), Katy ISD (2020), Frenship ISD (2019), Killeen ISD (2019)
- **District-wide Visioning Process (Board Meeting, Focus Groups, Community Summits; Leadership Campus OTI)** Dallas ISD, Dallas, TX (September – November 2017)
- **New High School Academic Programming Visioning** Killeen ISD, Killeen, TX (May – July 2017)
- **School Board Retreat: Strategic Design and Alignment and Board Meeting** Round Rock ISD, Round Rock, TX (June, November 2017)
- **District of Innovation Planning; and, District-wide Visioning Process (Focus Groups and Strategic Design Sessions); and Learner Framework Design** Aldine ISD, Houston, TX (December 2016 – June 2017)
- **District-wide Visioning Process (Focus Groups and Strategic Design Sessions); and Learner Framework Design** Fort Worth ISD, Fort Worth, TX (November – December 2016)
- **District-wide Visioning Process (Focus Groups and Strategic Design Sessions)** Angleton ISD, Angleton, TX
- **District-wide Visioning Process (Summits, Focus Groups, and Strategic Design Sessions)** Stafford MSD, Stafford, TX (September 2016 – December 2016)
- **District-wide Visioning Process (Team of 8 Board Training, Stakeholder Interviews, and Strategic Design Sessions)** Pearland ISD, Pearland, TX (November 2015 – March 2016)
- **Vision Development (Faculty/Staff/Administrator Meetings)** West Oso ISD, Corpus Christi, TX (October 2015)
- **Campus-wide Strategic Planning (Community Engagement, Stakeholder Interviews, and Strategic Design)** South Park Middle School, Corpus Christi, TX (October 2014 – May 2016)
- **Campus-wide Strategic Planning (Student Interviews and Strategic Design)** Kostoryz Elementary School, Corpus Christi, TX (October – December 2014)
- **District-wide Visioning Process (Town Hall Meetings, Stakeholder Interviews, and Strategic Design Team Meetings)** Garland ISD, Garland, TX (December 2013 – April 2014)
- **District-wide Visioning Process (i.e., Town Hall Meetings, Stakeholder Interviews, and Strategic Design Team Meetings)**, Lancaster ISD, Lancaster, TX (November 2012 – January 2013)
- **STEM Program Development/Evaluation Team**, National CARES Mentoring Program (August 2012 – 2013)
- **Graduate Profile Development**, Pegasus Academy of Liberal Arts and Sciences, Dallas, TX (August 2012)
- **Education Service Center Region 20 Leadership Retreat**, San Antonio, TX (July 2012)
- **School Board Visioning/Scenario Planning**, Wheeler Avenue Christian Academy, Houston, TX (June, Nov 2011)

School Quality Reviews (Districts/Campuses)

- **Catalyst Classrooms**, Beneke, Reynolds, and Ponderosa Elementary Schools, Spring ISD, Spring, TX (February 2020)
- **Comprehensive School Review**, Raguet Elementary, Nacogdoches ISD, Nacogdoches, TX (April 2014)
- **Quality Reviews**, Arrow Academy and WALIPP, Houston, TX; Compass Academy, Midland, TX (Spring 2013)
- **Collaborative Review Visits**, Richland County School District One, Columbia, SC (November 2011 – May 2013)
- **Site Review/Principal & Curriculum Coordinator Coaching**, Omni Prep Academy, Memphis, TN (March 2012)
- **Comprehensive Review/Strategic Planning**, Crim High, Atlanta, GA (March 2011 – November 2011)
- **Comprehensive Review/Strategic Planning**, Yuba City & River Valley High Schools, Yuba City, CA (October 2008 – May 2009);

Executive Coaching

- **Spring ISD Specialty and MIZ School Principles**, Spring, TX (September 2019 - Present)
- **El Paso ISD K-12 Principals and Assistant Principals (35+ campuses)**, El Paso, TX (June 2016 – May 2019)
- **Cedars International Charter School Principal**, Austin, TX (September 2015 – May 2016)
- **Velasco Elementary School Principal**, Brazosport ISD, Freeport, TX (September 2015 – May 2016)
- **Port Huron Area Schools Principal**, Port Huron High School, Port Huron, MI (September 2013 – April 2014)
- **East Cleveland City Schools Principal**, Prospect Elementary, East Cleveland, OH (September 2011 – April 2013)
- **Pegasus Academy of Liberal Arts and Sciences CEO and School Director Coaching**, Dallas, TX (February 2012 – May 2012)
- **Charter School Year One Start-up Support; Superintendent and Executive Principal**, WALIPP Preparatory Academy (Boys and Girls Schools), Houston, TX (April 2011 – June 2012)
- **Columbus City Schools – Leadership Team**, West High School, Columbus, OH (October 2010 – 2012)
- **Detroit Public Schools – Leadership Team**, Kettering High, Detroit, MI (September 2009 – May 2011)
- **Philadelphia Small Learning Communities**, Edison High, Philadelphia, PA (October 2008 – October 2010)

Leadership Training

- **Design Systems Collaborative**, Brownsville ISD, Fruitville ISD, Palacios ISD, Raymondville ISD (March 2020)
- **Empowered Learning Model Principal Trainings (monthly)**, Spring, TX (September 2019 – Present)
- **Design Leadership Training**, Engage2Learn, Corpus Christi, TX (September 2017 – May 2019)
- **Active Learning Framework Principal/AP Trainings (monthly)**, El Paso, TX (September 2016 – May 2017)
- **Champions by Design**, El Paso, TX (June 2016)
- **Denton ISD Collaboration**, Denton, TX (May 2016)
- **Coaches Academy**, Engage2Learn, Corpus Christi, TX (May 2015; September 2014)
- **Coaches Collaborative**, Engage2Learn, Houston, TX (July 2015, October 2014)

- **Effectively Implementing and Aligning Curriculum, Instruction, and Assessment Plans; and, Delivering Your Educational Plan to Succeed in the New Accountability System**, Texas Charter Schools Association Network Summer Summit for New Charters, Austin, TX (Summer 2013)
- **Leadership Institute**, Humble Independent School District, Humble, TX (Summer 2013)
- **Administrator/Faculty Training at 24 Campuses**, Spring Branch ISD, Houston, TX (August 2013 – January 2014)
- **Principal and Assistant Principal In-Service & Campus Visits (Collaborative Reviews)**, Spring Branch ISD, Houston, TX (September 2012 – May 2013); Nacogdoches ISD, Nacogdoches, TX (August 2012 – October 2013)
- **Leadership Institute**, Meridian Public School District, Meridian, MS (October 2012)
- **Defining Rigor and Relevance**, Spring Branch ISD, Spring Branch, TX (August 2010)
- **Leadership Team Training, Monthly Series**, Yuba City High School, Yuba City, CA (October 2009 – April 2010)
- **Introduction to Rigor & Relevance**, Sheldon Regional Feeder Pattern School Administrators, Eugene, OR (August 2008)
- **Instructional Leadership Training Series**, Oxford Community Schools, Oxford, MI (October 2008 – 2011)
- **Train-the-Trainer Workshop**, Wayne County Regional Education Service Agency, Wayne, MI (September 2008)

Instructional Coaching (All Content Areas)

- **Ross and Henderson Middle School**, El Paso ISD, El Paso, TX (September 2018 - January 2020)
- **Coronado High School and Morehead Middle School**, El Paso ISD, El Paso, TX (September 2017 - May 2018)
- **Jacquet Middle School and Glencrest Middle School**, Fort Worth ISD, Fort Worth, TX (September 2017 - May 2018)
- **La Joya High School**, La Joya ISD, La Joya, TX (October 2014 – May 2017)
- **Teacher In-Service**, El Paso ISD, El Paso, TX (July/October 2016; May-August 2017)
- **South Park Middle School**, Corpus Christi ISD, Corpus Christi, TX (October 2014 – June 2016)
- **Cedars International Charter School**, Austin, TX (September 2015 – May 2016)
- **Teacher In-Service**, Harlingen Consolidated School District, Harlingen, TX (August 2015)
- **Thelma Salinas STEM Academy; Jimmy Carter Early College High School; and La Joya Early College High School**, La Joya ISD, La Joya, TX (October 2014 - 2015)

Conferences & Presentations

- **Racial Health Disparities Panel, Moderator**, Center for Civic & Public Policy Improvement, Virtual-Houston, TX (June 2020)
- **Engage2Learn Unconference**, A Framework for Designing All Day Virtual PD Presenter; and Virtual PD Panelist (May 2020)
- **Strategic Risk Taking for Youth Panel Member**, Jack and Jill of America – Houston Chapter, Houston, TX (Summer 2019)
- **Diminished Finances, Difficult Decisions: Refocus via an Efficient/Effective Model**, 2011 Texas Charter Schools Conference, Galveston, TX (November 2011)
- **Student Engagement: Creating a Culture of Academic Achievement**, Improving Instructional Effectiveness Summit DeKalb County Eastern C.S.D., Butler, IN (August 2011)
- **21st Century Learning**, Mount Vernon City School District, Mount Vernon, NY (December 2010)
- **High Performance Leadership: All Eyes on Quality, All Eyes on Data**, 14th Annual Texas Charter Schools Conference, San Antonio, TX (November 2010)
- **Using a Responsive Model of Sustained Excellence to Improve Quality Performance**, 13th Annual Texas Charter Schools Conference Fall Symposium, Dallas, TX (May 2010)
- **Partnership for Leadership Summit Presenter**, Columbus City Schools, Columbus, OH (August 2009)
- **Building Schools for the 21st Century – Facilitator**, Monongalia County Schools, Morgantown, WV (June 2008)
- **Embracing Change at Breaux Bridge High School**, ICLE Model Schools Conference, Orlando, FL (June 2008)
- **The Challenge to Create a Whole-School Culture**, Response to Intervention Institute, Austin, TX (June 2008)
- **Data & Effective Change Leadership**; Lowndes County Principals Institute, Columbus, MS (May 2008)
- **Systems for Growing Self & Staff**, Whole School Reform Symposium: Best Practices to Engage 21st Century Learners, International Center for Leadership in Education, San Diego, CA (February 2008)

Continued Education

- **GROWE Coaching model**, Engage Learning, 2016 – 2020
- **Engage Learning Model for Problem-Based Learning**, Engage Learning, 2014 – 2016
- **Performance Measurement for Government and Nonprofit Organizations**, The Evaluators' Institute at The George Washington University, 2012
- **Effective Reporting Strategies for Evaluators; and Professional Standards and Principals for Effective & Ethical Practice**, The Evaluators' Institute at The George Washington University, 2010
- **A Dream Deferred: The Future of African American Education**, The College Board, 2010
- **Model Schools Conference**, The International Center for Leadership in Education, 2006 – 2009
- **Whole School Reform/Reinvention Symposium**, The International Center for Leadership in Education, 2006 -2008
- **All Kids College Ready**, Bill and Melinda Gates Foundation, 2007
- **SREB Creating a High Performance Learning Culture; Leading Assessment and Instruction**, Region XIII, 2007
- **Encouraging Students to Complete a Rigorous Curriculum: Personalizing the Learning Environment**, Southern Regional Education Board, 2006
- **90th Annual NASSP Convention and Exposition**, National Association of Secondary School Principals, 2006

- ***Reach'em, Teach'em, Keep'em Conference***, The George Washington University Freshman Transition Initiative, 2006
- ***Grantsmanship Training Program***, TGCI The Grantsmanship Center, 2005
- ***Training for District Assessment Coordinators***, Region XIII, 2005
- ***Curriculum/Special Education Leadership Network***, Region XIII, 2004 – 2005
- ***Board Member Training***, Charter School Resource Center, 2003 – 2005
- ***Comer Process***, Prince George's County Comer SDP Regional Professional Development/Training Center, 2004
- ***A+ Best Practices***, Charter School Resource Center, 2003 – 2004
- ***Midwinter Administrator's Conference***, Texas Association of School Administrator's, 2002 – 2004
- ***Nonviolent Crisis Intervention Training***, The Austin Area Charter School Cooperative, 2003
- ***Malcolm Baldrige Approach to School Excellence***, Jim Shipley & Associates, 2003
- ***Teacher Appraisals and Dismissals in Texas***, Lorman Education Services, 2002

Current/Past Professional Affiliations

- *American Evaluation Association*
- *American Educational Research Association*
- *Association for Supervision of Curriculum Development*
- *Harvard Principals Institute*
- *National Association for Developmental Education*
- *National Association for Equal Opportunity in Higher Education*
- *National Association of Secondary School Principals*
- *Southwest Association of Student Assistance Programs*

EDUCATION

- Fordham University** New York, New York: Fall 2004
Masters of Science in Teaching English as a Second Language
- North Park Seminary** Chicago, Illinois: Degree not yet conferred
Double major in Non-Profit leadership and Family Ministry emphasis in Liberation Theology (Equity)
- Nyack College** Nyack, New York: May 2003
Bachelor of Science in Elementary Education with a concentration in English and History
Dean's List recognition and honorable mention

LICENSES

New York Provisional Certificate for Teaching, PreK-6
New Jersey Certificate for Teaching K-8
New York English as a Second Language Teaching Certificate Pre-K- Adult
New Jersey Middle School History Content

EXPERIENCE AND RESPONSIBILITY

12/2017- Present

Vice President, Equity and Anti-Oppression, The Achievement Network

- **Created an equity definition for ANet to support external equity charge of the organization**
 - Conducted a Root Cause analysis and identified a need for a normed definition of equity
 - Created equity sessions to unpack the meaning of the definition and how it might impact products and service
 - Conducted extensive research, session designs, a rigorous feedback loop with key stakeholders
 - Published definition and designed roll out to support the organization in internalizing the work
- **Leading a transformational anti-racist organizational change committee**
 - **Vigorous research** of other organizations who specialize in anti-racism work and who have implemented anti-racist tenants.
 - **Facilitated training and vision setting** meeting with key stakeholders in the organization
 - **Built belief and momentum** in the work through leadership interactions
 - **Designed structure, function and vision** of a Anti-Racist Organizational Change Team
 - Executed **extensive outreach** across the organization to recruit for the change team exceeding goals
 - **Managed external partnerships** to support the work
 - **Supported in internal communication** of the work including podcasts, one on one conversations ,written communication and webinars.
 - **Designed vision for ongoing training** for members of the organization
- **Equity advisor and consultant support to implement:**
 - the organization in Internalizing **anti-racist organization continuum**
 - equity support in **on-boarding coaches** and support for coach practices around equity and literacy
 - equity within **new partnership and new teacher organization**
 - Equity support in **external system support**
 - **Manager support** in team development
 - Support to **leaders across the organization** in identifying how bias plays on within their leadership
 - Close partnership and support of the Chief Talent and Equity Officer
- **Equity and non-profit leadership expertise**
 - Professional Development Session- Developed and facilitated sessions including:
 - Greater Newark Charter School - Conversations between parents and teachers; Developing a culturally relevant curriculum I & II
 - ANet - Intro to ANet for leaders and teachers through an equity lens; Facilitating conversations about race
 - Professional Development Sessions and Graduate Courses-attended
 - **Beyond diversity (4 years of training)**

- Anti-oppression and compassion training; Facilitating conversations about race; Diversity Simulation of Power dynamics; Equity within the school system and school culture
- **The Sankofa Experience** at North Park Theological Seminary combines graduate level readings, films, classes and community meetings concerning social constructions of race and how they impact other identities. The experience culminates in a 60-hour bus pilgrimage (modeled after the historic freedom rides) across the United States where participants grapple with what it means to become a beloved community.
- **North Park Seminary courses** - Organizational behavior and ethics; Conflict management; Ethical leadership; Pastor care and community justice; Religion and cultures

7/2015- 2017

Managing Director/Senior Director, The Achievement Network

- **Managed Nashville District Partnership**
 - Built strong relationships across a highly political landscape
 - Led literacy professional development sessions across multiple tiers of the organization
 - Set the vision and trajectory of the Nashville work with partners and ANet's internal team
 - Designed and facilitated two years of literacy professional development for high school and middle school leaders
 - Created and facilitated training for literacy leaders in support of common core standards
 - Partnered with external partners to support the work in Nashville such as Unbound Ed, Washington University
- **Hired and on-boarded Coaching Team**
 - Created on-boarding plan with an emphasis on equity development
 - Trained coaches through modeling, professional development, and team collaboration
 - Created and facilitated two years of weekly team development meeting

7/2012-2015

Director of School Support, The Achievement Network

Develop influence and reach of school leaders to sustain and build strong data-driven instruction throughout their school

- **Learning and Development liaison** designing a plan that supports charter engagement vision
- **Tailored and facilitated** five consecutive district writing trainings with one on one coaching follow up
- **Assess school leadership team culture** and develop clear action steps to improve and share lessons learned
- **Facilitated numerous professional development** sessions with a record of high feedback
- **Managed multiple projects** plans including, ELA internalization, Looking at Student Work, Support Planning
- **Managed difficult district relationships** in order to support schools

Goals

- Develop ongoing routines that encourages members to support each other with development areas
- Help the NJ team to create a 21st century workplace that allows for employees to define clear priorities, increasing interdependence among team while creating effective boundaries for the group as a whole and share lesson learned with the larger organization
- Continue to dig deeper on race and how it plays out in our work while impacting the greater organization

Team Culture and Equity Focus

- Led team in identifying the need for a team culture statement, supported in the development of the statements with plans on to live out the vision and share the vision with the larger organization.
- Led team in identifying their personal strengths and growth areas. Identified team strengths and growth areas. Leveraged team relationships to help to support each other professionally and personally.
- Supported professional development around race and privilege and designed on-going partnership with the broader ANet community and Beyond diversity
- Partnering with community organization and ANet human resource team to support in vision for greater support managers in order to support their coaches in work life balance

Led Beyond Diversity Organizational Change Team

- Created the vision and implemented project plan for the Beyond Diversity Group
- Led planning team in support of roll-out of project plan
- Objectives of the group including: (1) Establishing common language to communicate about race and privilege, (2) Understanding how early messages about race and racial differences affect how individuals view the world (3) Learning how white racial privilege shapes the lives of white people and people of color (4) Investigating what individuals can do to address the impact of privilege in schools. (5) Train a team member from eighty-five percent of the organization to facilitate conversations of race.
- Co-Led monthly meeting to train participants in leading team conversations about race and privilege
- Led team in identifying the need for a team culture statement, supported in the development of the statements with

- plans on to live out the vision and share the vision with the larger organization.
- Organized logistics of in-person training for 20 members from across the organization
- Led work sessions in creating tools to support ANet's internalization of equity content within our model

Lasting Impact of the Beyond Diversity Group

- On-going training from Beyond Diversity for three subsequent years
- Senior Team introduction to anti-racist continuum, the foundation for current anti-racist work in the organization
- ANet members volunteered for an LGBTQ+ sessions led by Beyond Diversity
- ANet implemented affinity groups as recommended by the ANet Beyond Diversity team
- Beyond diversity led reform of the new Advanced Equity core value, strengthening the vision even further
- Deeper conscience and commitment to anti-racism work.

8/04-6/2012

Literacy, History and Math Teacher for middle school students, Newark, New Jersey

Developed and taught standard-based curriculum at Greater Newark Charter School

Entrepreneurial Spirit who successfully made organizational impact through work

- **Led** low performing students towards advance proficiency:
 - **Utilized** Understanding by Design framework to plan units in a “backward design”
 - **Promoted deeper** and more substantial mathematical understanding by using a standard-based curricula
 - **Analyzed data to create instructional plans** to increase student performance
 - **Created** instructional plans based on data to improve classroom instruction
 - **Piloted** Singapore math program in the 5th grade
 - **Piloted** Internet Based assessment, Study Island, which provided detailed progress of student performance
 - **Increased** student work production resulting in academic gains.
 - **Used academic data** to individualize learning in order achieve maximum student success

Transformational Leader who inspires others to discover their full potential

- **Co-authored professional** handbook to assist teachers in unit planning
- **Conducted** classroom observations of pre-service Drew University graduate student teacher
- **Assessed** Drew University graduate student performance and conducting reflection meetings
- **Developed and facilitated** professional development workshops called,
 - “Bending the will of a child without breaking their spirits”
 - “Conversations between parents and teachers”
 - “Developing a culturally relevant curriculum I & II”
- **Co-Leading Public Relations** committee for a Newark Community Garden
- **Participating in Community Development** for the city of Newark
- **Participating in Greater Newark Charter School** hiring Committee

10/05-1/10

Adjunct Professor for Institute for Intensive English Union County College, Elizabeth, New Jersey

Taught level 1-5 reading, writing, grammar, speaking, listening and comprehension with high success on college exam

*Acknowledged for excellent **adult active learning methods***

- *Taught adults from a wide range of ethnicities and educational backgrounds*
- *Consistently received excellent student and administration evaluations*
- *Prepared syllabus and course outcomes*
- *Maintained outstanding relationships with students and staff*

Reference availability upon request

Tony Plunkett

plunkettanthony@gmail.com 657 E. 26th St 3P, Brooklyn, NY
(718) 207-7754

PROFESSIONAL EXPERIENCE:

**MD, Equity and Program Strategy; Achievement Network, Boston, MA
2015-Present**

- **Advance Equity**
 - Work in partnership with teams across the organization to set the vision and strategy for defining educational and institutional equity aims
 - Drive implementation of our anti-racism educational equity strategies
 - Develop, collect & curate equity/anti-racism related resources for the organization
 - Execute differentiated org-wide learning opportunities including skill building of equity literacy, and anti-racism development; e.g. Learning Together or other opportunities
 - Participate in Antiracist Change Team trainings and work, including:
 - Joining sessions with Beyond Diversity
 - Supporting the development and roll-out of the org-wide standards and strategy
 - Participating in the Communications Change Team
 - Co-facilitating Learning Together sessions
 - Managed and supported process of working with ELA and math content teams to build out existing bias and sensitivity review processes to incorporate a committee of ANet coaches and staff
- **Advance Strategic Assessment Priorities**
 - Managed projects that advance key strategic assessment priorities and questions that define future offerings by working closely with math and ELA assessment directors and across teams, engaging partners and external experts, and understanding the external landscape
 - Managed learning agenda to inform decisions about new assessment products and innovations
 - Engaged internal and external stakeholders to understand opportunities
- **Understand External Landscape and Partner Needs**
 - Stay current on national trends in the assessment landscape and district and state assessment policy to inform current and future offering and communication
 - Served as resource to the team and organization and lead opportunities to build knowledge and expertise
 - Managed partner engagement plan and work closely with leaders of the Assessment team to create opportunities to gather feedback from and understand the needs of current and future partners
 - Managed plan for the engagement of external experts and the convening of the Assessment Advisory Committee
- **Assessment Communication**
 - Developed and manage assessment team communication plan, including all

resources and information shared internally or externally as well as network team rhythms

- Managed responses to external requests and collaborate with content teams to prepare presentation materials for network team and external meetings

Executive Director, Assessment Design, Policy and Communication, Division of Curriculum & Instruction Tennessee Department of Education (TDOE), Nashville, TN 2012-2015

- Assessment Design:
 - Collaborated with senior leadership on the fiscal year agenda; work with division project management to determine project requirements, budget estimates, and resource allocations
 - Directed, in collaboration with senior leadership, the development of new assessment programs and supporting products, including the development of test specifications, generation of items, accessibility frameworks, the design and execution of pre-testing plans, the assembly of final forms, and the creation of reporting documentation
 - Managed and direct developments for existing assessments and supporting resources, serving as a primary contact with vendors under contract
- Policy:
 - Managed coordination between division and State Board of Education and General Assembly, including approval of fiscal notes and responses to legislative bills and queries relating to curriculum and instruction
 - Worked with senior leadership to ensure that state board and legislative policies align with priorities of division and promote student achievement

Common Core Program Manager, NYC Department of Education; New York, NY 2011-2012

- Managed and/or supported all operational activities, including budgeting, procurement, purchasing and general pilot support activities for 2 of 5 citywide Common Core Pilots
- Engaged key stakeholders (networks, school personnel, teacher teams involved in the pilot) to design and build support for the Common Core work. Gathered information about school and network reception of various supports and communications to help inform policy decisions, future planning and implementation work
- Collected, analyzed, and interpreted data; prepared statistical and narrative reports and/or graphs, as appropriate; assisted with preparation of manuscripts for publication; and presented research results to DOE leadership. Continuously evaluated processes, policies and procedures and provided feedback to senior leadership on opportunities for improvement to better meet the needs of educators

EDUCATION:

- Pace University; New York, NY 2003-2005
 - Master of Science in Teaching (Focus on Elementary Education)

- **Brown University; Providence, RI**
 - B.A. History

1997-2001

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

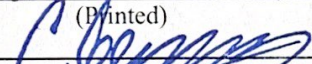
Vendor Name: The Achievement Network, LTD.

Vendor Address: One Beacon Street, 2nd floor, Boston, MA 02108

Vendor E-mail Address: jjessop@achievementnetwork.org

Vendor Telephone: 504-377-6820 Fax Number: —

Authorized Company Official's Name: Carter Romansky

Signature of Company Official: 
(Printed)

Date: 7/23/20

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

- a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;
- b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;
- c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;
- d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;
- e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;
- f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and
- g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By:  (signature)

Printed Name and Title: Carter Romansky, Chief Business Officer

For and on behalf of: The Achievement Network, LTD.
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, _____, being of legal age and having been duly sworn upon my oath,
state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by The Achievement Network (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER

AFFIANT SAYETH NOT

By: [Signature] (individual signature)

For The Achievement Network, LTD. (company name)

Title: Chief Business Officer

Subscribed and sworn to before me on this 21st day of July, 2020.

[Signature]
NOTARY PUBLIC

My commission expires:



PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name	Corwin Press, Inc.	Authorized Person	Dave West
Address	2455 Teller Rd.	Signature	<i>[Signature]</i>
City, State, Zip	Thousand Oaks, CA 91320	Title	VP Professional Learning
Tax ID#	77-0260369	Phone	805-410-2469
Entity Type	Corporation	Email	dave.west@corwin.com

PART I: INTRODUCTION AND PROCESS

PROPOSAL – Professional Development for Social Justice Training

**Presented to
Ferguson-Florissant School District**

Due: 2:00 PM, Wednesday, July 24, 2020



Ferguson-Florissant School District
1005 Waterford Drive
Florissant, MO 63033-3649
Attn: Liz Davenport, Executive Director of
Professional Learning
July 24, 2020



Thank you for the opportunity to provide Ferguson-Florissant School District with our response to Proposal – Professional Development for Social Justice Training. At Corwin our mission is rooted in helping educators do their work better. Thirty years ago, Corwin invented a whole new category of publishing—research based, peer reviewed, and ready to use. Since then, we have grown into a global organization, with offices in the United States, Canada, and Australia. The incredibly important and vital work we do is built on an unshakable foundation of beliefs:

- We believe that all children can learn, and that all means ALL
- We believe that educators are professionals who need opportunities for professional learning and time to collaborate with peers and experts
- We believe that education is the cornerstone of a stable, just, and thriving society

Building off our publishing success, we have grown to be a comprehensive full-service professional learning organization where our authors' work comes to life and has additional impact through face-to-face consulting services, eLearning, and assessment and survey tools. Corwin partners with schools, districts, associations, and departments/ministries of education to deliver training and tools that build capacity, have positive change on instructional practices, and put students at the heart of all we do. Corwin's deep-rooted experience in guiding organizations through successful diversity, equity and inclusion transformation—including anti-racism/anti-bias training—positions us to meet the unique needs of Ferguson-Florissant School District. We relish the opportunity to design and deliver professional learning opportunities and resources that promote equity, inclusion, and tenets of social justice across youth, staff, and leadership audiences.

Please feel free to reach out to our team with any questions regarding this response, and we look forward to the opportunity to serve the needs of Ferguson-Florissant School District.

Best,

Dave West, Vice President of Professional Learning and Sales

Liz Monsma, Regional Director, Professional Learning (Midwest and West)

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Tab H. Federal Work Authorization Program Affidavit

Tab A. Basic Information

Name of Organization: Corwin Press, Inc.

Size and Organization of the Company: Private company with approx. 200 employees

Direct Mailing Address: 2455 Teller Road, Thousand Oaks, CA 91320

Overview of the Organization History:

Corwin is an independently owned company founded in 1990 as a division of SAGE Publications. Our mission is rooted in helping educators do their work better. Thirty years ago, Corwin invented a whole new category of publishing—research based, peer reviewed, and ready to use. Since then, we have grown into a global organization, with offices in the United States, Canada, and Australia. We have published more than 3,000 titles from more than 1,000 thought leaders in the education field. We have helped millions of educators across the country and around the world to innovate and elevate their practice. The incredibly important and vital work we do is built on an unshakable foundation of beliefs:

- We believe that all children can learn, and that all means ALL
- We believe that educators are professionals who need opportunities for professional learning and time to collaborate with peers and experts
- We believe that education is the cornerstone of a stable, just, and thriving society

Building off our publishing success, we have grown to be a comprehensive full-service professional learning organization where our authors' work comes to life and has additional impact through face-to-face consulting services, eLearning resources, and assessment and survey tools. Corwin partners with schools, districts, associations, and departments/ministries of education to deliver training and tools that build capacity, have positive change on instructional practices, and put students at the heart of all we do.

Corwin's deep commitment to equity for all students and Gary Howard's 25 years of providing anti-racism and cultural competency training provides Ferguson-Florissant School District with a unique, proven, capacity-building approach to the tenets, competencies, and pedagogies of social justice.

Conceived and implemented nationally by Gary Howard and the rest of our Deep Equity consulting team, the Deep Equity process addresses the dynamics of power and privilege in a safe, engaging, and inspiring environment in which all educators are honored and valued as professionals. The Deep Equity

process is designed to reduce and eventually eliminate disproportional suspension, expulsion, and disciplinary referral rates based on the belief that such policies and practices are symptomatic of institutional biases and norms that must be directly challenged through systemic, ongoing, and authentic work. By engaging in the program, educators will learn to dismantle racism and educational disparities through their own sustained, collaborative efforts and courageous leadership.

Tab B. Vendor Personnel Profile

The following key personnel and biographies highlight certifications, accomplishments and years providing services.

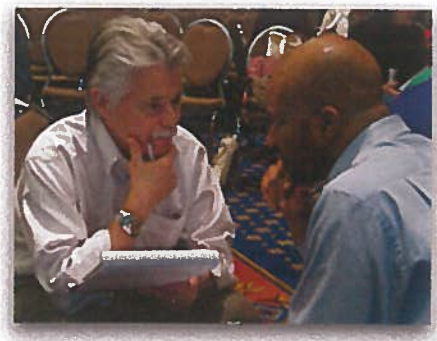


Over the past four decades, **Gary Howard** has been supporting individuals and organizations in their efforts to achieve greater equity and social justice in their professional practices and systemic outcomes. Whether it is through keynote speeches, workshops, leadership institutes, online courses, or writing, his central guiding passion is to help create schools and communities that serve our children well and strengthen the foundation of pluralistic democracy.

For the past 15 years, Gary has been developing the next generation of his work with school districts, universities and independent schools throughout the nation. This is the work that goes beyond cultural awareness, beyond multicultural content, and beyond mere conversations about differences. This is the deeper work of personal, professional and systemic transformation for the purpose of achieving social justice and equity in our schools and our nation.

Gary completed his undergraduate studies in Cultural Anthropology and Social Psychology at Yale University and did graduate work in ethics and social justice at Yale Divinity School. He has served as an Adjunct Professor at both Western Washington University and Seattle University. He holds a Master's degree in education.

Gary has provided extensive training in cultural competence and culturally responsive practice to schools, universities, social service agencies, and businesses throughout the United States and Australia. He is the author of numerous articles on race, justice, and multicultural issues and has developed collections of curriculum materials that are being used internationally. His acclaimed book, *We Can't Teach What We Don't Know* (Second Edition, 2006), was published by Columbia University and is considered a groundbreaking work examining issues of privilege, power, and the role of White leaders and educators in a multicultural society.



A central focus of Gary Howard's current work is to lead equity leadership institutes based on the five phase *Deep Equity* framework. The purpose of this training is to provide educational organizations with the internal capacity to deliver high quality professional development for social justice and systemic change. Mr. Howard is frequently asked to deliver keynote addresses at regional and national conferences. In these presentations he draws on a wide range of experiences and travel exploring diversity and social justice issues with leaders from many cultures around the world. Mr. Howard's speeches employ rich imagery and stories drawn from his experiences in a multicultural/multiracial family and from his many years leading white water diversity workshops on the Colorado River in the Grand Canyon.



Dr. Nicole Law is a dynamic and passionate educator who provides relevant professional development to schools and districts across the country. Nicole focuses her experience to present instruction on professional teacher teams, leadership improvement practices and structures, data analysis models, school improvement practices and structures, standards-based instruction and design, metacognitive teaching and learning practices, strategies for success in cognitively rigorous instruction and levels of depth of knowledge (DOK), effective teaching strategies for English Learners and students with special needs, as well as culturally responsive and equitable teaching practices.

Dr. Law has served as a curriculum coordinator for English language learners, cultural responsiveness, AVID (Advancement via Individual Determination), district equity, and mathematics and science instruction in the Metropolitan School District of Wayne Township in Indianapolis, Indiana. In this position, Dr. Law created multi-layered and faceted professional development for teachers and administrators covering all aspects of directed programs and curricular areas. She has written curriculum in the areas of science, mathematics, and English language development. Nicole trained and supported administrators, teacher leaders, site coordinators, and school improvement teams in decision making for results, the data teams process, sub-group data dives, and gap reduction practices.

Dr. Law completed her doctorate in educational leadership and policy. She has received various recognitions throughout her career, including the 2008 National Milken Award from the state of Indiana. Nicole resides in Indianapolis, Indiana.



Benjie Howard is the co-founder and executive director of New Wilderness Project, a musical performance group and an arts-based education program focusing on developing youth leadership for equity and social justice. He is the co-architect of the Youth Equity Stewardship Series (YESS!) and a Deep Equity consultant with Corwin. He is a touring singer-songwriter with 4 albums, including his collaborative 2015 release, *BORDERLESS*, with Wade Antonio Colwell. Benjie is a river guide and wilderness

educator on the Colorado River in Grand Canyon, where he has been designing and leading educational expeditions for teachers, leaders, and youth since 1995.



Wade Antonio Colwell is a rising national voice for uplifting communities through relations across generation and difference. He is a devoted ARTivist, engaging through the creative modalities of music and lyricism, playnote/keynote presentation, restorative group facilitation, and socially-inspiring media production. He is co-creator of New Wilderness Project's touring performance *Borderless* and co-architect of their Youth Equity Stewardship

Series (YES). He is co-founder/MC of the group Funkamentalz, lead facilitator/consultant with Corwin (Deep Equity and Student Aspirations) and Lead Educator of Restorative Practices with NYC-based Counseling in Schools. Wade entered the educational field as a bilingually-certified secondary-level teacher & became a founding poet laureate of TUSD's K-12 Raza Studies Department.

Tab C. Vendor Experience Profile

About the Deep Equity Process

The Deep Equity process is an intensive system-wide process, focused on preparing teams of equity leaders identified by Ferguson-Florissant School District to create school cultures of inclusion, equity, and excellence and lead school reform efforts at the building level. Each of the activities, conceptual frameworks, goals and discussion are designed to move teachers, leaders, schools, and systems toward greater understanding and application of the tenets and competencies of culturally responsive leadership and pedagogies. The facilitator training model ensures that the implementation of culturally responsive practices will become institutionalized in the social, academic, and disciplinary practices of the school.

The overall goal of the process is to enact equitable practices in order to allow all students access to high quality education, address the many demographic gaps that exist in student outcomes, and to move schools closer to the realization of district core values.

In this intensive systemic process, selected individuals and teams will be prepared to lead and implement professional development activities in their school or district.

Advantages of the Deep Equity Process

The Deep Equity process is uniquely designed as both an intensive system-wide model for equity transformation and a focused process that builds capacity for cultural competence and culturally responsive teaching at the building level. The following analysis of services identifies the ways in which the Deep Equity process meets the needs of Ferguson-Florissant School District's Culturally Responsive Leadership Development Program.

A Robust and Evidence-Based Process

The Every Student Succeeds Act (ESSA) requires school districts that receive federal funds to utilize "evidence-based" approaches that have demonstrated statistically significant positive effects on student outcomes. The Deep Equity process provides proven practices for creating and sustaining a systemic approach to equity work.

Clients typically experience positive changes in the tone and depth of adult conversations immediately, followed by measurable improvements across a number of key academic and non-academic indicators starting in Year 1 through Year 3 and onward.

Observable and measurable outcomes include:

Level 1: Shift in the tone and depth of adult conversations

- More trust/more honesty
- Take on difficult topics
- Clearer leadership focus on equity

Level 2: Improvement in the climate of inclusion for students

- Increased belongingness/connectedness
- Reduced incidents of bullying and harassment
- More positive student-adult relationships
- Students empowered to speak their truth

Level 3: Broad implementation of Culturally Responsive practices

- The 7 Principles of CRT are embedded—research-based and proven culturally responsive teaching strategies to be implemented in classrooms throughout the district
- Critical thinking about complex socio-political topics
- Support staff engaged in cultural competence work
- “Leading for Equity” guides all decisions

Level 4: Significant reduction in educational disparities

- Discipline and Special Education referrals
- Achievement levels
- Access to higher level courses
- Graduation and college attendance rates

As we work together to bring our Deep Equity process to Ferguson-Florissant School District, you will have the opportunity to work with some of the most respected school leadership and youth leadership consultants in the industry, many of whom have been immersed in addressing equity, diversity, and cultural competency issues in education systems for over 40+ years.

For additional details on evidence of the effectiveness of the Deep Equity process, see “Benefits of the Deep Equity Process,” “Benefits of the Culturally Responsive Leadership Series,” and “Evidence of Effectiveness and Impact” sections below.

A Focus on Data, With Built-In Assessment Tools

Participants will examine the current pedagogical and leadership practices in the district and identify evidenced-based alternatives through the Culturally Responsive Leadership series recommended in Year 1 below. Assessment tools are built into the 5 Phases of Deep Equity. Examples include:

- The Tone and Trust Assessment in Phase 1

- The Stages of Personal Growth toward Cultural Competence Analysis in Phase 2
- The Privilege and Power Assessment Conversation in Phase 3
- The School Outcomes Assessment in Phase 4
- The Stages of Organizational Growth Assessment in Phase 5

Clients may request extra on-site consulting days to do focus groups of diverse employee, student, and parent groups.

A Train the Trainer Model With Continued Supports During Implementation

The Deep Equity process is a multi-year facilitator “train-the-trainer” model designed to create School Leadership Teams that help develop strategies and implement professional development activities that maximize instruction and student achievement and improve the climate and culture of classrooms at each school site. The district will build internal capacity to lead antiracist and culturally responsive teaching work throughout the district, ensuring the work is sustained beyond the training.

Corwin recommends Ferguson-Florissant School District use the Deep Equity process to develop School Leadership Teams in Year 2 to increase district capacity by implementing a train-the-trainer process for teams from each building. For more information about the “train-the-trainer” model, see the section below on “Recommended Implementation Calendar,” particularly “Year 2: Deep Equity Process with School Leadership Teams.” Options for additional support during implementation are available in a variety of formats. Please see the section below on “Additional Support Options.”

A Well-Defined and Strategically Aligned Professional Development Plan: Guiding Principles for Social Justice

The Deep Equity process is organized around five phases of engagement, growth and conversation:

5 Phases of Deep Equity	
Phase 1: Tone and Trust	
<ul style="list-style-type: none"> • Forming a community of engaged adult and student learners • Building a climate of constructive collaboration • Overcome past resistance to “diversity work.” • Transcending the rhetoric of shame and blame 	
Phase 2: Personal Culture and Personal Journey	
<ul style="list-style-type: none"> • Acknowledging each person’s unique cultural narrative • Providing a functional definition of cultural competence • Clarifying the process of personal growth toward cultural competence • Connecting adult cultural competence with student outcomes • Examining implicit and explicit biases which may fuel deficit thinking and mindsets 	

5 Phases of Deep Equity

Phase 3: From Social Dominance to Social Justice

- Exploring issues of privilege, power, and difference
- Understanding the dynamics of social dominance
- Linking issues of dominance to current educational inequities
- Creating strategies for moving from dominance to social justice

Phase 4: Classroom and Job-Specific Implications and Applications

- Reinforcing adult-student relationships as the key to achievement
- Acknowledging classroom successes, challenges, and roadblocks
- Applying the 7 Principles for School Leadership Training
- Implementing action-research for inclusion and equity
- **Explicitly connect antiracist practices with classroom instruction**

Phase 5: Systemic Transformation and Planning for Change

- Identifying organizational barriers to equity and inclusion
- Applying a three-stage model for organizational transformation
- Action-planning for staff development and systemic change
- Creating a holistic integrated approach to school improvement

Many traditional approaches focus on delivering knowledge in a one-size-fits-all workshop, regardless of the district's unique needs or participants' readiness to learn. The Deep Equity process was designed with a deep understanding of the complexities of human relations, organizational change, and adult learning. While some PD providers jump straight to instructional strategies, the Deep Equity model acknowledges the need to change the culture and climate across an organization in order to achieve long-term, sustainable change that addresses the root causes of educational inequities. Phase 1 focuses on creating the right tone and necessary level of trust for participants to engage successfully with the training.

Examining implicit and explicit biases which may fuel deficit thinking and mindsets

Phase 1 and Phase 2 address implicit and explicit biases through exercises in Tone and Trust and Personal Journey/Personal Culture. Each participant will design a Personal Growth Project related to deepening their own cultural competence over the course of the 2020-2021 school year and beyond. Phase 3 will take the examination of bias to a deeper level of historical and structural inequities—the more explicit causes and manifestations of “the gaps.”

Addresses the Constructs of Race, Culture, Diversity, Inclusion and Equitable Access in Schools and School Districts

The Deep Equity process focuses on a three-stage model for understanding and assessing the movement of organizational culture toward greater inclusion, equity, and excellence.

The Deep Equity process takes an intersectional approach to dealing with the many lenses of difference that students, employees, and families bring to into our schools. The trainings offer a core focus on race, but also an inclusive recognition that every student and employee represents multiple dimensions of diversity. Phase 3 focuses on issues of privilege, power, bias (both implicit and explicit), and the deeper causes of educational inequities related to race, culture, language, gender identity, sexual orientation, social class, special needs, and other dimensions of difference.

Resources for participants include *We Can't Teach What We Don't Know: White Teachers/Multiracial Schools, Third Edition*, by Gary R. Howard (Teachers College Press, 2016), which focuses particularly on the role of White leaders and teachers in creating more equitable schools; and *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole Staff Approach* by Victoria Romero, Ricky Robertson, and Amber Warner (Corwin Press, 2018). See "Required Resources" section below for more information.

Increases Effective School and District Leadership, as Well as Academic Achievement, Motivation, and Academic Engagement of Students

The Deep Equity process builds the capacity of schools and districts seeking to reduce and eventually eliminate achievement gaps, disparities in graduation rates, and disproportional suspension, expulsion, and disciplinary referral rates. School Leadership Teams will be given a model research and evaluation design that demonstrates how the Deep Equity process leads to positive student outcomes related to school engagement, academic achievement, and reduction of discipline referrals.

Read the Jefferson County Public Schools, KY, case study in the "Evidence of Effectiveness" section below to see how the Deep Equity process raised academic proficiency levels, decreased disruptive behavior, and started meaningful conversations between staff to inspire real change for a large, urban district serving a diverse student population.

Summary of Case Study Results:

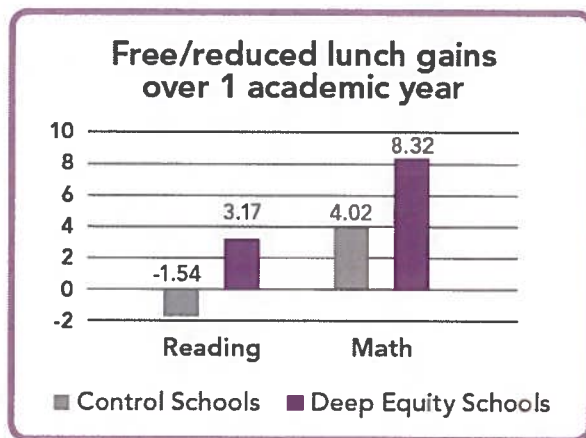
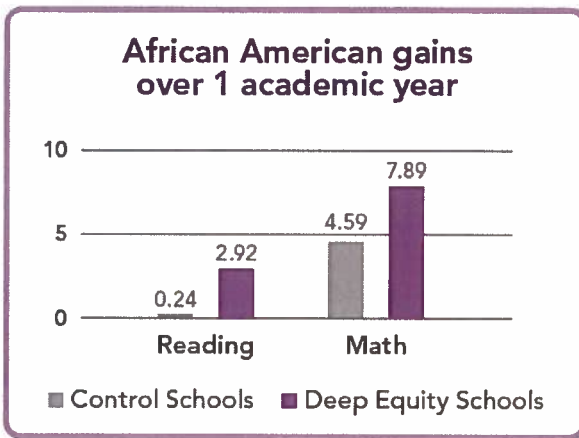
These results from Jefferson County Public Schools, KY, compared student achievement between schools that engaged in Deep Equity and those that did not.

Qualitative results:

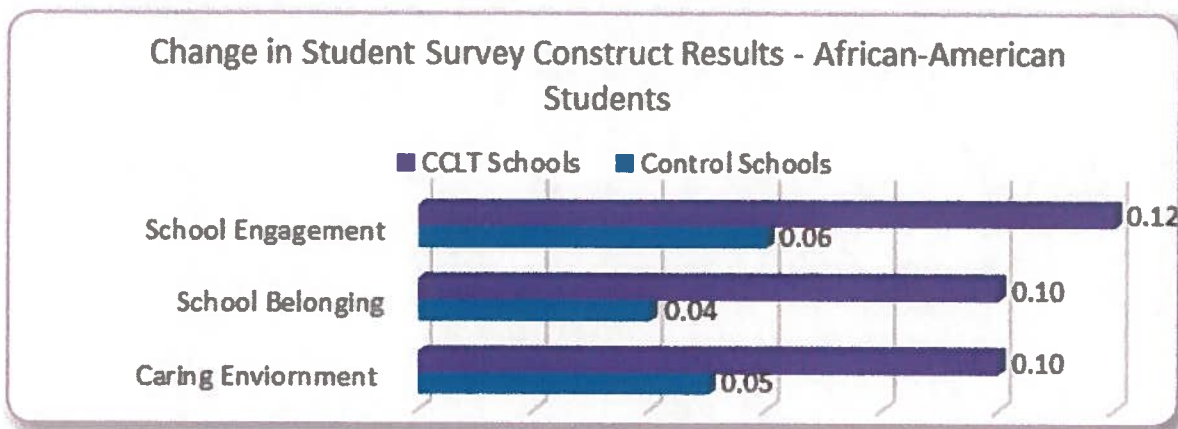
- significant increases in understanding of culturally responsive issues and practice

- strengthening of relationships among staff
- increases in honest discussions around sensitive topics
- development of authentic/effective relationships with students
- the classified staff (e.g., Instructional assistants, cafeteria and clerical staff, bus drivers) were engaged in PD and discussions they were typically left out of
- teachers took time to do action plan within classroom and revisit their action plan throughout the year to assess progress
- there was common language for all employees around cultural competence/equity issues and practices

Quantitative results:



- African-American students and students who receive free/reduced lunch experienced over 3x higher growth in reading on annual state assessment in participating Deep Equity schools than students in control schools
- Nearly 8% growth in student proficiency on annual state math assessment among African American students over 1 academic year
- Over 8% growth in student proficiency on annual state math assessment among students who receive free/reduced lunch
- Decrease in the percent of students receiving disciplinary referrals for disruptive behavior overall, and an even greater reduction in the percent of minority students and free/reduced lunch students receiving disruptive behavior referrals by 3.6% and 3.9% respectively.
- Student experience surveys showed greater gains in (a) caring environment, (b) school engagement, and (c) school belonging for minority students and students receiving free/reduced lunch than in control schools



Focus on Culturally Responsive Pedagogy

Some equity models focus on building educators' understanding of equity issues, without giving teachers specific methods to apply their learning to the classroom. The Deep Equity process not only supports systemic equity transformation at the district level, but also provides a special focus on instructional applications for classroom educators through the 7 Principles for Culturally Responsive Teaching. School Leadership Team members will receive intensive training and support to lead equity initiatives and professional development around culturally responsive teaching practices with colleagues at their school site.

Development of Instruction and Observation Documents

Consultants will align the 7 Principles for Culturally Responsive Teaching with the 6 Steps to Effective Feedback Tool to support instructional supervision and leadership. The 7 Principles of Culturally Responsive Teaching are:

1. Students are affirmed in their cultural connections
2. Teachers are personally inviting
3. Classroom is physically and culturally inviting
4. Students are reinforced for academic development
5. Instructional changes are made to accommodate differences
6. Classroom is managed with firm, consistent, caring control
7. Interactions stress collectivity as well as individuality

The Principles serve as the connective tissue that allows teachers to make sense of their work and bring together all other classroom initiatives.

Focus on Long-Term Strategic Planning and Capacity Building

Because closing achievement and opportunity gaps is a long-term process, the Deep Equity model gives districts the tools to create a long-term plan for

addressing inequities after the formal training is complete. The tools help districts develop the climate, protocols, common language, and common goal of embedding culturally responsive teaching practices into everyday classroom instruction.

Emphasis on Student Voice

Students have significant influence over the culture and climate of a school. The Youth Equity Stewardship (YES!) model brings students into the conversation in an age-appropriate way and supports intergenerational communication and collaboration. YES allows districts and schools to include students in the organizational change process and gather valuable perspectives on what is working and not working for students.

See the section below on “Optional Student Component: Youth Equity Stewardship” for more information.

Benefits of the Deep Equity Process

The Deep Equity process will support your ongoing equity work in the following ways:

- 1) Deepening the work of personal growth toward cultural competence for teachers, classified staff, and educational leaders;
- 2) Expanding the approach and analysis to multiple dimensions of difference, including race, but also focusing on culture, class, gender, language, sexual orientation, special needs, religion, learning styles, and the many other differences that affect educational outcomes;
- 3) Deepening educators’ understanding of issues of social dominance, implicit and explicit biases, and social justice in a way that increases their passion for equity without intensifying the resistance caused by the rhetoric of shame and blame;
- 4) Providing a comprehensive set of practical tools for classroom implementation and differentiation using the 7 Principles for School Leadership Training;
- 5) Demonstrating a 3-4 year process of peer support and action research focused on data-based results aimed at transforming pedagogy at the classroom level and closing targeted achievement gaps at the individual student level; and

- 6) Supporting school and district efforts at systemic change and strategic planning for equity, offering a model for institutional transformation and a process for measuring strategic outcomes related to cultural competence and culturally responsive practice.

Recommended Implementation Timeline

The Deep Equity process is designed to create long-term, measurable, sustainable equity transformation across a school district. As such, Corwin recommends implementing professional development in two phases:

- **Year 1 Social Justice for Antiracist Schools:** provide professional development for all district staff addressing the goals the district has specified for the 2020-2021 year.
 - August 14, 2020—Virtual Keynote and initial training (9-11:30 am), with Gary Howard and Dr. Nicole Law
 - 11/3, 12/18, 2/12, 4/2—8-10 am, can be provided virtually or with multiple concurrent groups at school sites
 - During 2020-2021 Year—Virtual or face to face facilitated community conversations, to allow parents, community stakeholders, and students to engage in antiracist and equity planning together.
 - Collect and Review outcome data via multiple data points as part of the Corwin Efficacy Model, to gauge impact and determine next steps

- **Years 2-3 Deep Equity Process:** increase district capacity for anti-racism efforts and culturally responsive teaching via a gradual release, capacity-building process by providing professional development to teams of 5-7 lead educators from each building. School Leadership Team members will receive intensive training and support to lead antiracist, culturally responsive initiatives and professional development around inclusive teaching practices at their school site. Every effort must be made to ensure that there is a built-in support system for implementation at the building and classroom level.

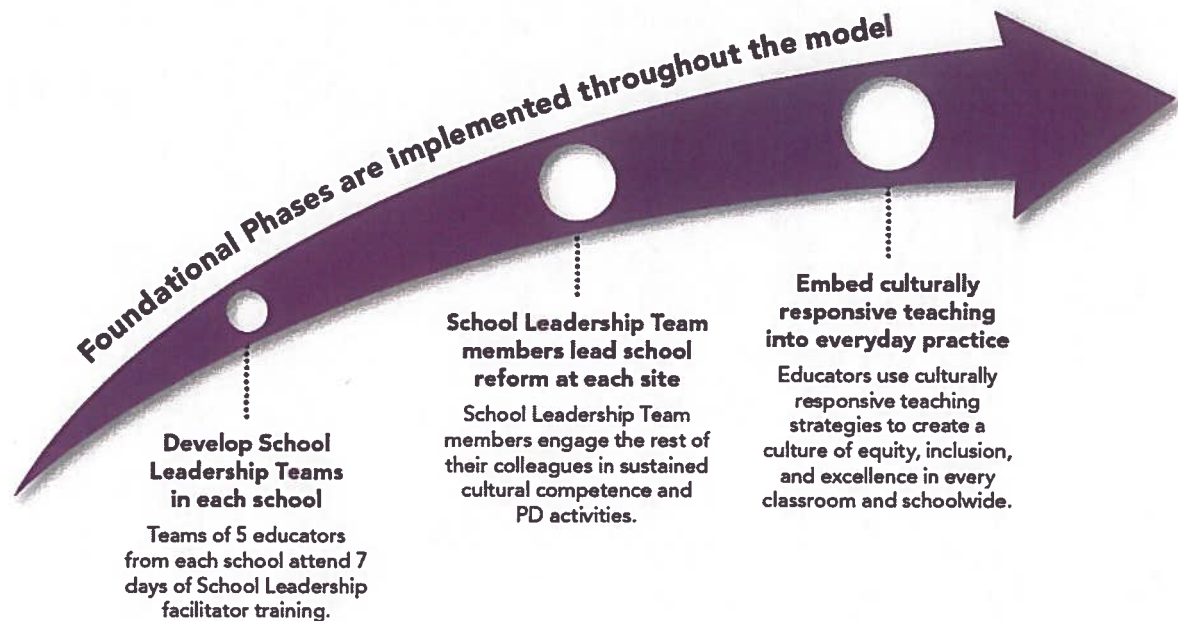
Years 2-3: Deep Equity Process



Year 2 will begin with a two-day introduction to the 5 Phases of the Deep Equity work and focus on Phases 1 and 2—creating a sense of urgency for the work and the leadership actions that are needed to initiate the Deep Equity Process. Participants will examine the differences between “managing diversity” versus “leading for equity.” The former is more compliance-centered, while the latter is more vision- and passion-focused.

Participants will return in Fall 2021 for a 2-day training focused on Phases 3 and 4 of the Deep Equity model. Training will focus on issues of privilege, power, bias (both implicit and explicit), and the deeper causes of educational inequities related to race, social class, language, gender, and other dimensions of difference. Participants will examine how far Ferguson-Florissant School District has come in confronting historical and current barriers to equity. Discussion will focus on identifying what is in the way and what it will take to create real change. The second day will focus on the instructional implications of the Deep Equity work, with an emphasis on the 7 Principles for Culturally Responsive Teaching, and provide building-level leaders with tools to engage their faculty and staff in the Deep Equity Process.

The 2021-2022 school year will conclude with a 1-day training in Spring 2022 focused on Phase 5 of the Deep Equity Process, providing leaders and teachers with tools for alignment, sustaining, assessing the Deep Equity work and holding themselves, the district, and their employees accountable to the focus on systemic equity. Upon completion of the five days of Deep Equity Process in Year 2, educators will be able to engage colleagues in open conversations around difficult topics, shift the culture and climate in schools, and build positive relationships with students. In the 2022-2023 Year, a second cohort of Ferg-Flor Schools will participate in the Deep Equity Process, to further build capacity throughout the district for equity and inclusion in all policy and practice.



Implementation and Support Beyond Year 2

Ferguson-Florissant School District may elect to extend School Leadership Team facilitator training beyond Year 2 to focus on deepening participants' understanding of the 5 phases of the Deep Equity model, enhancing leadership and facilitation skills, supporting implementation of equity initiatives and professional development around culturally responsive teaching practices at each school site, and cross-team sharing of best practices and strategies. Workshops can be spread across the school year to allow School Leadership Team members time to implement initiatives and conduct professional development with peers over the course of a semester, and then receive support, feedback, and additional training at the next workshop.

The Deep Equity 2-Trainer Model

The Deep Equity process is about personal and systemic transformation. It requires participants to connect with the content and with the personal experiences of the consultants. Because a diversity of experience and perspective among consultants increases the probability of success, the Deep Equity model uses a 2-trainer approach for each training day. The consultant team will include experienced trainers from different backgrounds in order to:

- **Walk the talk:** the consultants model the personal commitments, personal transformations, and awareness of history and systemic dynamics we are asking of every participant in every session. That kind of modeling shown

through only one cultural, racial, professional experience, or gender identity limits our capacity to show what we're asking from clients.

- **Represent multiple voices in your community:** The dynamic in many Deep Equity client districts is one of a largely white teaching and leadership staff serving racially diverse students. Having teams of one white consultant and one consultant of color allows us to represent both dimensions of that dynamic.
- **Create a sense of safety:** Certain Deep Equity engagement strategies are best presented from a particular racial or diversity perspective. Example: Our colleagues of color remind us that the Phase 3 activity—"Engaging the Race Conversation"—is best led by a white consultant with a predominantly white teaching staff, and, conversely, best led by a person of color with a teaching staff made up of mostly people of color.
- **Facilitate sensitive conversations and manage group dynamics:** This work is difficult, more difficult than most realms of professional development. The Deep Equity team and the two-trainer model greatly increases the possibility for real, bottom up, authentically transformative, truly restorative school change to happen in the current American educational landscape.
- **Build bridges across an increasingly polarized political divide in our country:** This work is controversial, and it works best when done with grace and flexibility. There's no way this can be a canned or scripted program. It requires constant customization and a Jazz flexibility. The two-trainer model allows for collaboration and the best diversified approach in the districts we serve.

Corwin Efficacy Model and Process: Collect and Review Outcome Data, to Gauge Impact and Determine Next Steps

- Corwin's efficacy model is focused on creating multiple touchpoints along your professional learning journey, so you can assess the efficacy and impact of your PD plan on teacher and student learning. Instead of summarizing your efforts after the fact, our process allows for formative assessment of your plan as it's happening, using your collected evidence to tweak and revise your plan along the way.
- What the efficacy model is:

- An evidence-based model with multiple touchpoints to establish your district's baseline, monitor progress against your goals, and evaluate impact.
- What it allows you to do
 - The efficacy model offers a way for you and your dedicated Corwin team (professional learning advisor, client engagement manager, and consultants) to collaboratively review your data and plan next steps with your team based on evidence of your educators' needs.
- How the efficacy model works
 - A customized, real-time efficacy dashboard houses your data and reports, and analyzes participant learning by school building, grade level, job role, and more. This at-a-glance reporting allows you to see your professional learning progress at a glance, with your data in one place — and be able to share those results with your stakeholders.
- Efficacy Tools

Your progress throughout the efficacy model is monitored at three distinct levels, and data is collected using several surveys and tools:

 - District/school level

Through impact surveys administered at the beginning, middle, and end of a professional development initiative, you can measure the systemic elements in place to support teacher success and monitor the aggregate impact of your PD plan.
 - Workshop level

Through pre- and post-evaluation surveys aligned to LISCs (learning intentions and success criteria for your professional development efforts), you can measure participant growth in response to each professional development session and make mid-course adjustments to your PD plan.
 - Classroom/student level

Through student evidence collection tools, teachers can measure the change in student learning in their classroom to see the impact of their professional learning on student outcomes.

Detailed Overview of Deep Equity Efficacy Tools

- Corwin Impact Survey
- Survey responder: client point person
The Corwin Impact Survey will be administered three or more times over the course of the consulting engagement to gauge the client's level of progress towards embedded structures that support school change and transformation aligned to Corwin's Theory of Change Model and research on the impact of sustained professional learning. The Corwin Impact Survey measures 5 components of change:
 - Understanding Needs and Priorities
 - Educator Learning
 - Planning and Implementation
 - Student Learning
 - Impact

The results are discussed to determine the degree to which the district is engaging in these areas, as well as to define current structures in place to support instructional practices that can lead to educators determining their impact on students learning as a follow up to sustained, systemic and ongoing professional learning.

- Deep Equity Survey
- Survey responder: all district personnel
This districtwide survey is administered to all staff members who will be participating in the Deep Equity process or who are impacted by issues of equity and diversity. The survey identifies staff perceptions about equity, inclusion, and excellence in their district and/or school. Responders will rate their level of agreement with 39 questions, organized into 6 major themes:
 - Student-Teacher Relationships
 - Culturally Responsive Teaching and Leading
 - Access
 - Welcoming School Environment
 - Families and School Environment
 - Discipline

The survey is administered three (3) times over the course of Deep Equity implementation:

- Baseline (before implementation begins): establish the baseline district culture and climate, identify areas of strength and areas of focus for Deep Equity consultants and the client district to co-construct PD goals based on evidence, and provide insight into

- trends among different groups of stakeholders (teachers, leaders, classified staff, etc.)
- o Midpoint (recommended after Day 4): monitor overall progress toward goals, identify areas or subgroups that may need additional support, make evidence-based decisions to adjust the pacing or goals of the initiative, and document initial successes.
 - o Post (after final consulting day under contract): compare growth over the course of the implementation, determine next steps to continue moving the district forward, and document and communicate success with internal and external stakeholders.

Additional Support Options

Corwin's consulting and training services include a variety of on-site training formats, from keynotes to individual workshops, to train-the-trainer sessions and multi-year engagements. We have the resources, staffing and schedule capacity to coordinate training of all sizes, from small groups to complex engagements that involve multiple locations, numerous training days, and dozens of consultants. Corwin can work with clients to select additional options to support the recommended implementation sequence above.

Deep Equity Leadership Coaching

Deep Equity Leadership Coaching will assist the district and School Leadership Teams in designing and implementing equity and inclusion initiatives tied to the organizational goals and the Deep Equity process. Through the coaching process, your Deep Equity Leadership Coach will:

- Review equity-related policies and processes and assess potential structural barriers and impediments to an inclusive learning environment
- Conduct school equity audits and focus groups to assess and support strategic equity and inclusion outcomes
- Provide anonymous audio interviews of students to help adults better understand student perceptions of their learning environment
- Support School Leadership Teams in implementing the Deep Equity PD process

In-School Support for School Leadership Teams

Customized implementation visits designed to support the School Leadership Teams in their implementation of culturally responsive teaching practices throughout their school. Each customized, job-embedded, flexible visit provides specific, focused, and individual attention to the priorities and needs of the school. These visits also provide differentiated professional development that blends all initiatives together so they will be successful as a whole.

Learning Intentions:

- Individualized support for School Leadership Team members and teacher leaders
- Facilitation, planning, monitoring, and feedback for implementation of culturally responsive teaching practices through the school building
- Additional leadership training for the School Leadership Teams

Video Documentation of the Work

Full video and audio documentation of the School Leadership Series and/or Youth Equity Stewardship (YES!) implementation throughout one or more phases of implementation. A powerful tool to share with community members, parents, neighboring districts, and other stakeholders as a visual medium of the school or district's commitment to impacting change and creating a culturally competent environment.

School Board Awareness and Training

The School Board Awareness and Training Session is intended to provide an overview of the Deep Equity process, demonstrate the personal growth dimensions of the work, and explore the Board's role in leading for equity.

Cultural Competence PD for Support Staff

This workshop will use imagery and stories to invite school support staff to courageously consider how they can best transform their schools and workplaces for the purpose of meeting the diverse and complex needs of all employees and students. The workshop will explore the challenges of learning to be culturally competent and how we can create the kinds of relationships that will facilitate positive work environments for each of us. Through the workshop you will learn six key ways that we as educators, parents, employees, and community leaders can support both our students and our colleagues in their growth and development related to educational equity and closing the achievement gap. The workshop will encourage us to re-affirm our commitment to "the four chambered heart of public education" that inspires a much deeper accountability than that which is driving much of the political agenda related to education today.

Large Group Keynotes

The Deep Equity consultants are available for a wide range of large group keynotes, including the topics listed below as well as many others:

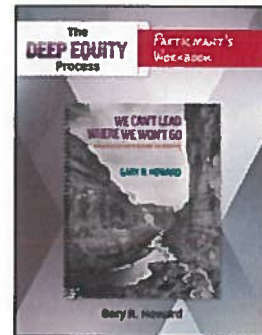
- Strengthening Educator Buy-in: How to Work Through Resistance
- Sharing Successes and Challenges: Facilitated Reflection on Implementation
- Integrating Initiatives: Aligning the Work to the District Vision

- Engaging Social Dominance/Social Justice: Deeply Exploring Underlying Issues

Required Resources

Deep Equity Process: Participant Workbook

Each participant of the Culturally Responsive Leadership series in Year 1 and the Deep Equity School Leadership Team facilitator training in Year 2 will require a copy of the *Deep Equity Process: Participant Workbook*. The workbook includes all of the handouts required throughout the training.



Facilitator's Manual (Print or Online PD Resource Center)

Each school site participating in the training will need access to the *We Can't Lead Where We Won't Go: An Educator's Guide to Equity* facilitators manual or the online Professional Development Resource Center (PDRC), which provides:

- A systemic process that will support a 3-5 year professional development plan based on each school's culture and specific needs;
- PD activities that School Leadership Teams can use to engage faculty and staff; and
- School-based video clips showing teachers, administrators, and students engaged in the culturally responsive reaching process.

The Deep Equity PD Resource Center provides facilitators and educators with all the materials needed to begin conversations around systemic equity reform and culturally responsive teaching. Facilitators can use the resources to lead participants through the 5 phases of the Deep Equity program developed by Gary Howard. Educators will have 24/7 access to multimedia and PDF resources, providing unparalleled flexibility for when and how they engage with the concepts and practices of Deep Equity.

The Deep Equity PD Resource Center includes:

- 5 modules (one for each phase of the Deep Equity program) that provide hours of focused study and job-embedded application
- A detailed Facilitator's Guide with step-by-step instructions for each module
- Carefully paced sessions with 7 hours of video, handouts, and lesson starters
- Opportunities for teachers to practice what they've learned in their classrooms and reflect with their colleagues

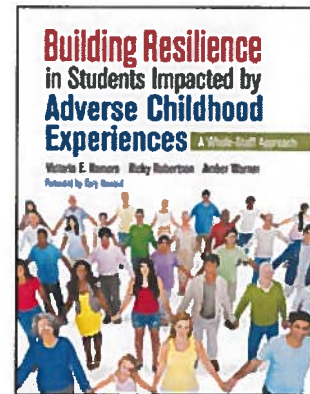
Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole Staff Approach

By Victoria Romero, Ricky Robertson, and Amber Warner

A holistic approach to supporting students with trauma

How can schools build a net of support to catch students who experience trauma before they fall through the cracks? Written by a behavioral specialist, licensed clinical social worker, and education consultant, this holistic guide provides evidence-based strategies that educators can use in their daily practice at the classroom and whole-school level. Using a "Read, Reflect, and Respond" model to build the social-emotional intelligence of educators, this book helps you:

- Fill in the gap between support students need and the resources available
- Respond to the challenge of ACEs-affected students with a positive model of learning new behavioral languages
- Deliver social-emotional skills curricula



Corwin and the Deep Equity consulting team would also strongly recommend participants in the Year 1 Culturally Responsive Leadership series have copies of Gary Howard's book, ***We Can't Teach What We Don't Know***, available through Teachers College Press.

Optional Intergenerational Approach to Social Justice and Equity: Youth Equity Stewardship

Designed to complement and maximize the Deep Equity process for adults, the Youth Equity Stewardship (YES) series is rooted in arts-based methods that aim to bring the youth perspective, vision, creativity and passion to the forefront of policy and progress for a 21st century school system. Knowing that democratic citizenship and active engagement in one's own educational experience are essential skills for today's youth, this series amplifies student voice and supports young people in understanding their personal journey and social accountability through a critical social justice lens that creates a living example of commitment to diversity, equity and inclusion. Corwin will provide developmentally appropriate training for 6-12th grade students. The Youth Equity Stewardship Series has proven effective and influential as a sustainable creative facilitation process for youth to enthusiastically engage in their learning and advocate for culturally responsive learning environments. The conceptual framework of the YES workshops, described below, is synchronized with the same phases of growth, engagement, and conversation reflected in the Deep Equity School

Leadership Team facilitator training.

The Youth Equity Stewardship Series

Phase 1: Personal Culture/ Personal Journey

At the end of this session students have come away with new informed relationships with people they have not historically spent time with. They have an empowered sense of their own story, how their story is a part of their leadership, and what specific leadership styles they contribute. They have gained diversity awareness and a sense of empathy through other peoples' stories. They have tools they can apply to other groups for building community and creating safe and respectful dialogue spaces.

Phase 2: Social Dominance to Social Justice

At the end of this session, students have come away with practical tools to identify and name socially dominant behavior and oppression when it shows up in their relationships and in society. They have an awareness of how people experience oppression differently based on their race, religion, language, ability, sexual orientation etc. They have a foundation of knowledge to begin growing their leadership as change agents in their community.

Phase 3: Creative Expression/ Creative Resistance

At the end of this session students have an invigorated sense of their creative and leadership potential. They have practiced their leadership, and they have practical creative tools to employ as leaders moving forward.

Phase 4: Leadership in Action

At the end of this session, students are prepared with the knowledge, understandings, skills, and relationships to be strong agents of change in their school, and neighborhood communities. They have the ability to lead small group dialogue, create safe and respectful spaces for young people to gather and talk about issues. They have the ability to stand up for other young people who are being bullied or oppressed. They know where to go to get help when they need it. They are capable of building multi-generational teams of teachers and students to support existing equity and reform efforts.

Phase 5: Open Source Dialogue

At the end of this session, students are prepared to facilitate open space dialogue. They have had an opportunity to lead and to support other leaders. They have had a democratic experience.

Each workshop is led by two highly qualified and engaging culturally responsive consultants and involves the same 75-80 students and 15-20 adults meeting together over five days spread throughout the school year. The final workshop

will culminate in a 2-hour performance and presentation by the youth leaders for their peers, teachers, administrators, parents, and community members.

Students that attend YES should be diverse and represent a variety of learning styles, races, genders, and sub-groups. Each student that attends the YES workshops will receive the YES workbook, which includes small group discussion guides, activity guidelines, reflection prompts, and an overview of the YES curriculum.

Upon the conclusion of the YES! Series, each school site will receive a *Youth Voices Video and Video Guidebook*, intended to support the youth leaders and their teachers through an ongoing series of development and growth exercises and enable the youth leaders who attended the training to become Equity Mentors to peers and younger students. The videos and video guidebook feature: youth dialogue, perspective and reflection examples; interactive activities, facilitator guidelines and instructions, and pre- and post- viewing questions.

As a result of attending YES, students will have the skills training and empowerment necessary to help recognize educational disparities and become active contributors to bottom-up school improvement efforts.

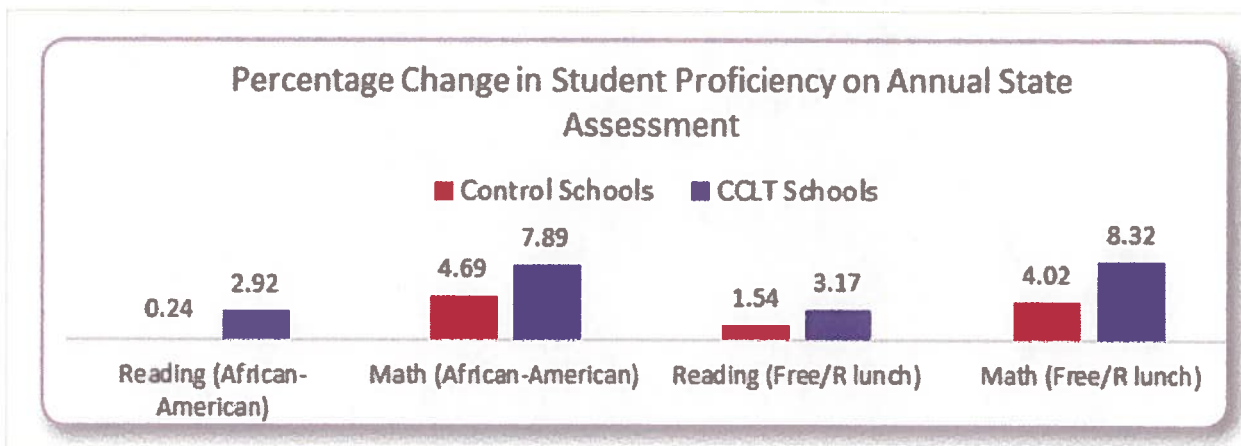
Evidence of Effectiveness and Impact

The Deep Equity process has a proven record of evidenced-based culturally responsive leadership, diversity & inclusion, and pedagogical strategies that lead to increases in effective school and district leadership; as well as academic achievement, motivation, and academic engagement of students. The following case study of Jefferson County Public Schools illustrates the effectiveness and impact of the Deep Equity process.

Jefferson County Public Schools, KY

Jefferson County Public Schools (JCPS) is one of the largest, most diverse districts in the United States, serving 100,600 students from early childhood to 12th grade. Over 120 different languages are represented by the student body, 51% are students of color, 64% of students receive free/reduced lunch, and over 6,000 JCPS students are considered homeless.

To address racial and socio-economic gaps in student achievement and disciplinary outcomes, the JCPS department of Diversity, Equity & Poverty, partnered with Deep Equity creator Gary Howard on a district-wide initiative to promote cultural competency. The results below are from a case study that compared student achievement between schools that engaged in Deep Equity (CCLT Schools) and those that did not (control schools).



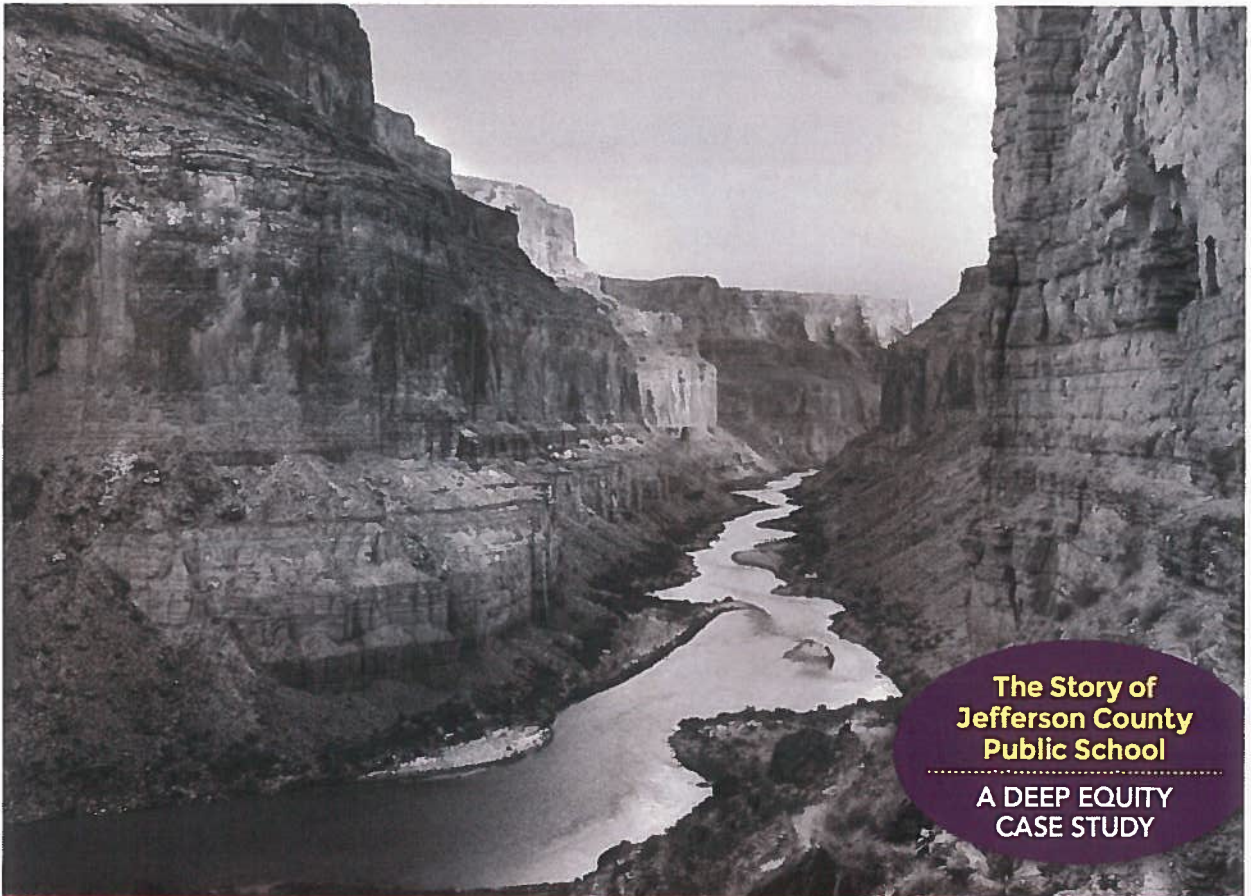
Read the full JCPS case study below to see how Deep Equity raised academic proficiency levels, decreased disruptive behavior, and started meaningful conversations between staff to inspire real change for their diverse population.

The following marketing materials highlight our Deep Equity offering and provides insight to our impact at Jefferson County Public Schools.

Developed by Gary Howard

DEEP EQUITY

Carving new pathways to personal, professional,
and organizational transformation



The Story of
Jefferson County
Public School

A DEEP EQUITY
CASE STUDY

DEEP EQUITY

Call (800) 831-6640 or visit
www.corwin.com/deep-equity

About Deep Equity



GARY R. HOWARD has more than 40 years of experience working with issues of civil rights, social justice, equity, education, and diversity, including 25 years as the Founder of the REACH Center for Multicultural Education. The central focus of Howard's current work is leading intensive Equity Leadership Institutes that provide educational organizations with the internal capacity to deliver high quality professional development for social justice and systemic change.

Carving a path for deep, systemic reform from the bottom up

Deep Equity is a systemic, long-term professional development process aimed at producing the deep transformations that are necessary to create equitable places of learning for all of our nation's children. This entire program is built around the Five Foundational Phases of Deep Equity:

- Phase 1: Tone and Trust
- Phase 2: Personal Culture and Personal Journey
- Phase 3: Social Dominance to Social Justice
- Phase 4: Classroom Implications and Applications
- Phase 5: Systemic Transformation/Planning for Change

For more information about Deep Equity, visit www.corwin.com/deep-equity, or contact a Corwin representative at (800) 831-6640.

DEEP EQUITY

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Deep Equity in Jefferson County Public Schools

The Context: About the School/District

Jefferson County Public Schools (JCPS) is one of the largest most diverse districts in the United States currently led by Superintendent Dr. Donna Hargens. JCPS is the 27th largest school system in U.S. located in Jefferson County, Louisville, KY and serves 100,600 students from early childhood to 12th grade. Reflecting local and national demographic changes, the JCPS student population continues to grow with respect to racial, linguistic and cultural diversity, and poverty. Over 120 different languages are represented by the student body, 51% are students of color, and 64% of students receive free/reduced lunch, and over 6,000 JCPS students are considered homeless. JCPS has a nationally recognized longstanding commitment to maintain diversity in their schools through a robust student assignment and transportation systems.

Demographics

- 6,400 teachers (84% of teachers have a master's degree; 22% are National Board Certified)
- 100,600 students
- 172 schools
- 124 languages spoken by JCPS students
- 64% of students are on free or reduced-price meal
- 13% Special Education Students
- 7% Limited English Proficient
- 46% White
- 37% African-American
- 9% Hispanic
- 8% Other Ethnicity

The Challenge

Similar to trends across the nation, the racial and socio-economic gaps in student achievement and disciplinary outcomes in JCPS were found to be persistent and troubling. Having a primarily White middle class teaching force and



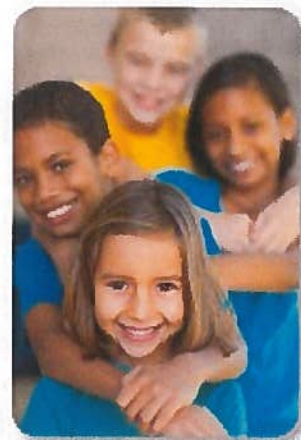
8%
increase
in Student
Proficiency
on Annual State
Math Assessment
Among Students
Who Receive
Free/Reduced
Lunch

Deep Equity in Jefferson County Public Schools

increasing diversity and poverty reflected in the student population was identified as an important reality to be addressed. In a district-wide survey 70% of JCPS teachers reported that they needed more professional development to help address the achievement gap to teach students more effectively. Another JCPS staff survey indicated that prior to coming to JCPS, almost one in four had zero prior course work or training in cultural competence, and nearly half (49%) had between 0 – 1. There was a clear need to provide supports and services that will arm teachers with the knowledge and tools to teach all students effectively and in a culturally responsive manner. Understanding that the interpersonal and cultural context of learning powerfully impacts teaching and learning in every classroom and responding to the need expressed by people and in data, JCPS set ambitious goals in reshaping the district's culture through the systematic promotion and practice of cultural competence district-wide (*JCPS Vision 2015 strategic goal 3: strengthening organizational cultural, strategy 2: Enhancing cultural competency; JCPS Vision 2020, Excellence with Equity*).

The JCPS department of Diversity, Equity & Poverty, partnered with national expert Gary Howard and adopted an approach to promote cultural competence district-wide through the institute for cultural competence/Deep Equity. The primary goal of the cultural competence/Deep Equity institute was to strengthen the internal capacity of schools to deliver high-quality PD that is essential to true inclusion, equity, and excellence. The expected outcomes of this work was to train school teams to develop strategies and implement activities within their school that would increase their teachers' knowledge, awareness and skills to improve school and classroom climate and culture and to maximize instruction and learning within the social, academic and disciplinary practices.

Additionally, under the leadership of Dr. John Marshall, JCPS extended the reach of the cultural competence/Deep Equity work to ensure that 100% of JCPS staff – from the custodians and bus drivers to teachers to central office administrators received training on the core principles of cultural competence and Deep Equity.



“I had the privilege of learning from and working with Gary Howard for three years. The beauty of studying cultural competence is that everyone, regardless of age, race or role, had an entry point and everyone had valuable experiences to share. Those experiences shape our very being, helping us make meaning of the world for ourselves and our students. The sharing of those experiences helped foster a deep understanding and appreciation of others in my schools.”

—Christel Todd-Lanier,
JCPS Assistant Principal

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Deep Equity in Jefferson County Public Schools

Implementation

The cultural competence/Deep Equity institutes included a four-day training commitment by at least three school staff that constitutes the core cultural competence leadership team in each participating school. It was required that the teams included a principal or assistant principal to serve as to ensure administrator support of the cultural competence capacity building activities and professional development within their school. Each leadership team received the *Leadership Manual for Inclusion, Equity, and Excellence*, which served as the foundation for building the internal capacity and knowledge within each school. The manual provided the PD materials and guided a four-year implementation plan to support schools in creating a process that fit their school's culture and specific needs. Once the leadership teams completed the four-day institute, follow up sessions were provided to support the schools as they moved through each phase, specifically helping address challenges, analyze disaggregated data, and receive additional technical assistance with Gary Howard.

The institute sessions were organized around Five Phases of engagement, growth, and change: (1) Tone and Trust, (2) Personal Culture and Personal Journey (3) From Social Dominance to Social Justice, (4) Classroom and Job-Related Implications and Applications and , (5) Systemic Transformation and Planning for Change. A total of 41 JCPS schools (representing 45% of JCPS high schools, 56% of JCPS middle schools, 18% of JCPS elementary schools, and 10% of JCPS alternative schools) participated in the *Institute for Cultural Competence/Deep Equity* with Gary Howard.

Following the three year intensive leadership team cohort work, the cultural competence/Deep Equity video modules were rolled out across the entire district to approximately 15,000 employees. The modules along with a facilitator guide and participant workbook provided flexibility for schools to complete the training in a manner that suited their schedules. All school principals attended a training session on how to facilitate the training with their staff. While the video modules were the primary mechanism, the training incorporated many interactive exercises



**“As a staff
we continue to
focus on, and
have meaningful
conversations
regarding our
diverse
population.”**
—JCPS teacher

DEEP EQUITY

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A SAGE Publishing Company

Deep Equity in Jefferson County Public Schools

to guide courageous group conversations as well as help schools devise individual and school specific action plans for the year. The participation workbooks also included guiding questions for each section, a glossary, and resources on various topics.

Successes

The cultural competence leadership team cohorts shared substantive successes including (1) significant increases in understanding of culturally responsive issues and practices, (2) strengthening of relationships among staff, (3) increases in honest discussions around sensitive topics, and (4) development of authentic/effective relationships with students. Importantly, some of the trained leaders that left cohort schools took the lead in their new school and continued participation, illustrating the district-wide capacity building.

Key successes of the district-wide video modules were (1) the Classified staff (e.g., Instructional assistants, cafeteria and clerical staff, bus drivers) were engaged in PD and discussions as they were typically left out of, (2) teachers took time to do action plan within classroom and will revisit their action plan throughout the year to assess progress, and (3) there was common language for all employees around cultural competence/equity issues and practices.

Challenges

The four primary, and interrelated challenges that the cultural competence/Deep Equity leadership team cohorts faced include (1) finding the time to implement activities with the whole staff due to diminished time devoted in the school calendar for teacher professional development, (2) competing agendas and a myriad of initiatives that increase pressure and scatter efforts, (3) teacher resistance and belief that “this doesn’t apply to me,” and (4) the mobility of core team members within the school year. While these challenges relate to larger district system dynamics, Gary Howard was careful to address each particular challenge around implementation raised by participants between institute sessions through the evaluation feedback process.



“Working with the cultural competence team provided me with a deeper understanding of how to impact change to bring about more equitable learning experiences for my students. The work also gave me the skills and strategies I needed to better engage my peer teacher in critical dialogue necessary to move us towards collaborative, engaged, and hopeful improvements in our daily practice.”

—Petia Edison,
JCPS teacher

Deep Equity in Jefferson County Public Schools

With the implementation of the video modules, the primary challenges were (1) some principals did not facilitate the training and chose other people in their building to do so indicating low commitment by the school leadership to cultural competence and related (2) some facilitators simply played the video modules and did not implement the interactive group discussion activities and exercises.

Key Outcomes

Analyses of student outcomes were conducted on the cohort schools that met the criteria of high implementation teams compared with control schools that did not participate. While direct causality between outcomes and participation cannot be determined as there is no random assignment, the results revealed that these schools have made greater gains with student connectedness, discipline, and achievement.

Student Achievement — In the analysis of academic achievement and student perceptions, the cohort schools that met the criteria for full participation and active implementation were compared to similarly situated schools with respect to free/reduced lunch previous achievement as shown in the chart below.

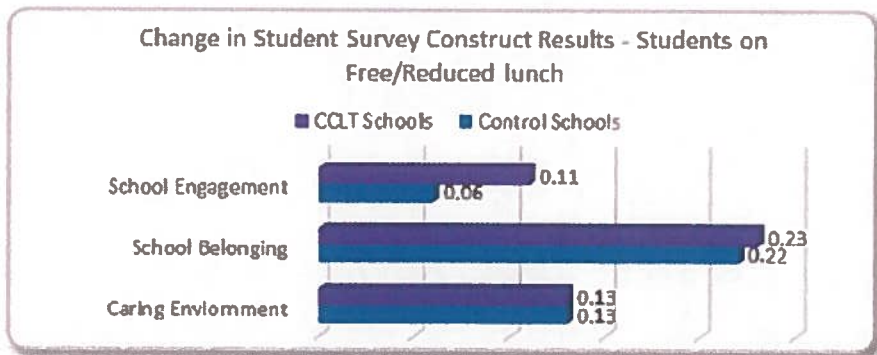
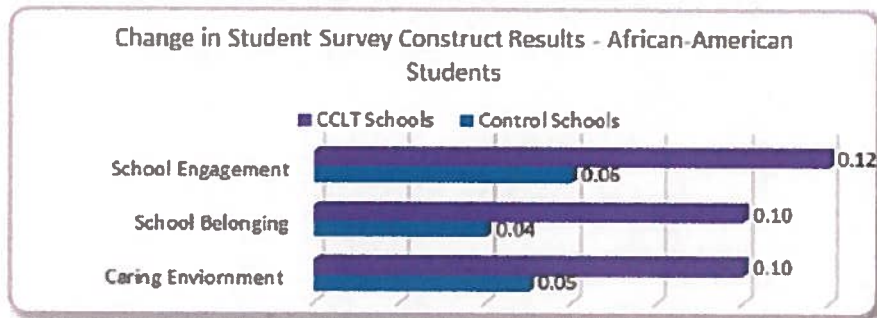
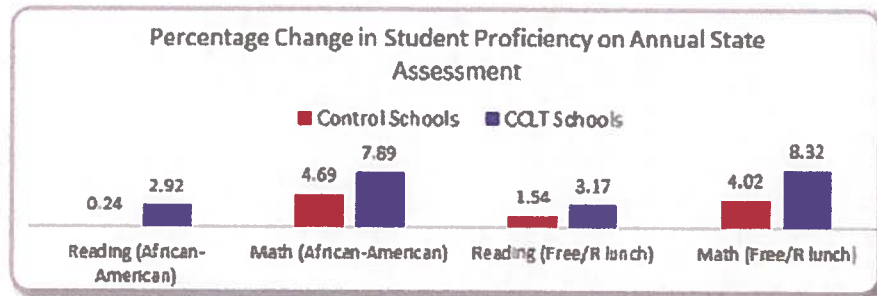
Student Experiences — An analysis of the district's comprehensive student survey data revealed that the cohort schools experienced greater gains than the control group on the survey constructs related to their perceptions of (a) caring environment, (b) school engagement, and (c) school belonging for minority students and students receiving free/reduced lunch.



Participating schools experienced a decrease in the percent of students receiving disciplinary referrals for disruptive behavior overall, and an even greater reduction in the percent of minority students and free/reduced lunch students receiving disruptive behavior referrals by 3.6% and 3.9% respectively.

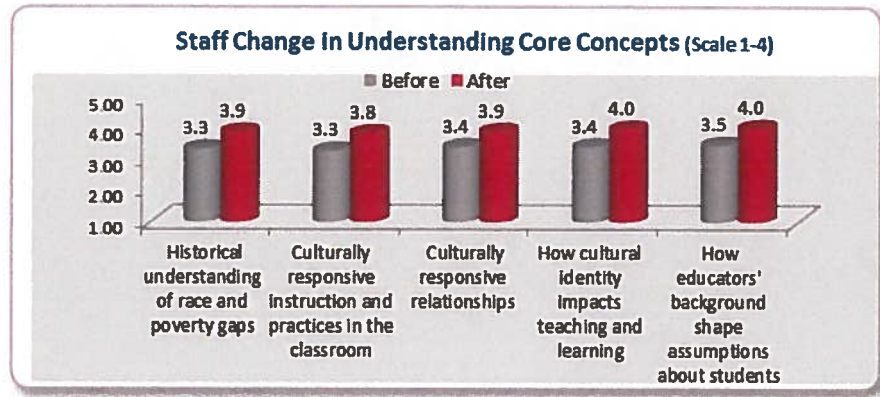
Deep Equity in Jefferson County Public Schools

The analysis showed that the participating cultural competence schools increased proficiency in math and reading for their African-American students, students on free/reduced lunch at a statistically significant higher rate than the control schools as shown below:



Deep Equity in Jefferson County Public Schools

Key outcomes from the video module training to 100% of JCPS school staff was an increased level of understanding of various facets of cultural competence both before and after their training. Survey data revealed significant gains in all areas, with the largest gains in “how cultural identity impacts teaching and learning” and “culturally responsive relationships.”



Next Steps

JCPS has made equity a core value in their new strategic plan (vision 2020) and through strong internal capacity of the Diversity, Equity & Poverty department continues to provide high quality professional development to support sustainability of cultural competence and ensure equity across the entire district. JCPS understands that implementation of cultural competence should not be a compartmentalized activity. It must permeate the entire system in order to have a lasting impact on equitable school environments, teaching, and student learning.



Tab D. References

The following form highlights successful Corwin Deep Equity implementations of similar services completed in the past 5 years:

Auburn School District	
Point of Contact:	Heidi Harris, Assistant Superintendent
Address:	915 4th Street NE, Auburn, WA 98002
Phone #:	253-931-4950
E-Mail:	hharris@auburn.wednet.edu
Relationship terminated?	No, Auburn School District continues to implement the Deep Equity process
Deep Equity consultants	Gary Howard, Patricia McDonald, Victoria Romero, Benjie Howard, Wade Antonio Colwell

DuPage High School District 88	
Point of Contact:	Dr. Jean Barbanente, Assistant Superintendent
Address:	2 Friendship Plaza, Addison, IL 60101
Phone #:	630-530-3981
E-Mail:	jbarbanente@dupage88.net
Relationship terminated?	No, DuPage High School District 88 continues to implement the Deep Equity and YES processes
Deep Equity consultants	Gary Howard, Dr. Sonja Hollins-Alexander, Benjie Howard, Wade Antonio Colwell

Reading School District	
Point of Contact:	Waldo Alvarado, Director of Equity
Address:	800 Washington Street, Reading PA, 19601
Phone #:	484-258-7038
E-Mail:	alvaradw@readingsd.org
Relationship terminated?	No, Reading School District continues to implement the Deep Equity and YES processes
Deep Equity consultants	Gary Howard, Lotus Howard, John Krownapple, Benjie Howard, Wade Antonio Colwell

YES Testimonials

From Melissa Jordan, MSW, LISW, Ed.s
Coordinator of Integration
Elk River Area Schools-ISD 728

I am sending this note to thank you for the extraordinary service you provided our school district. The foundation you established for equity work with our students has had an enduring impact throughout our school system. During the years we worked together students and faculty benefitted intellectually and emotionally, and now we have a legacy of equity that will benefit future students and faculty far into the future.

Whenever I search for resources, sustainability is my number one priority and the Youth Equity Stewardship series has provided that for us. Your masterful integration of art, music and the spoken word empowered our students and teachers to reach across differences to create a learning and living environment where we strive to embrace differences and truly honor diversity.

As you are aware, diversity work is never done, and that is why we continue to embed the foundations YES provided within the daily lives of our students. Thank you for generously sharing your gifts with us.

With Gratitude,

Melissa Jordan

From Dennis Carlson
Superintendent Anoka-Hennepin School District, MN

To whom it may concern:

Benjie Howard, Wade Antonio Colwell and the YES team worked for the Anoka-Hennepin School District over a three-year period in the areas of cultural competency and sensitivity. They worked at both the district level and the building level. Wherever they went, people of all ages were left entertained, inspired, and committed to lead -through both individual goals and building strategies.

They completed a 5 DVD video series called "Student Voices." It was done two years ago and is still as fresh and honest as the day it was filmed. Benjie and the YES team challenged ALL of us – students and administration. They challenged us to listen for the truth, the unheard voices, and then do something positive and be visibly active in our response. They challenged us to speak the truth, from within the lens of white privilege, and begin the transformation within our buildings and district to a better place – one of cultural acceptance and the celebration of diversity.

Their blend of beautiful music, poetry, art, rap, the spoken word, and visual note taking graffiti was both moving and effective. That blend of the arts and emotional attachment to the issues lends itself to moving a building and a district in a positive direction – all within the context of superb leadership training for both students and adults.

I asked our students to lead in the area of anti-bullying and anti-harassment as we went through one of the most challenging periods in the history of this school district. YES training allowed us to move forward as an educational institution in one of the most politically and religiously diverse areas of this country. It is difficult to find common ground when you hear only from the extreme left and the extreme right. When you really listen to student voices – you hear the message they want you to hear. It is a message about being unique, being respected for who you are, being comfortable in your own skin, feeling safe, and being welcomed into the school and community environment - only then, are you ready to learn.

Tab E. Proposed Fee Structure

Year 1: Social Justice for Anti-Racist Schools

Date	Service	Consultant	Investment	Est #	Required Resources	Resources Investment	Total Investment
August 14, 2020 9-11:30 am	Keynote and initial training: "Anti-Racism Work in the 'New Normal': The Fierce Urgency of Now."	Gary Howard and Dr. Nicole Law	\$4,250 Gary Howard \$3,000 Dr. Law	All staff	N/A	N/A	\$7,250
Four Sessions: 11/3, 12/18, 2/12, 4/2 8-10 am CDT	Social Justice for Anti-Racist Schools <ul style="list-style-type: none"> Custom professional learning grounded in the Guiding Principles/Five Phases of Deep Equity, addressing district antiracism priorities and outcomes (Investment at right reflects virtual learning via secure Zoom platform—max. of 500 participants for interactive session; max of 1,000 participants for listen-only webinar format; on-site professional learning can be provided upon request) 	Dr. Nicole Law, and Benjie Howard or Wade Antonio Colwell (two consultants)	\$4,000 per session (includes two racially and gender diverse consultants for each session)	50			\$16,000

Throughout 2020-2021 Year	Community Conversations: Social Justice for Anti-Racist Schools Three, virtual 90-minute collaborative conversations hosted throughout the year	Dr. Nicole Law, and Benjie Howard or Wade Antonio Colwell (<i>two consultants</i>)	\$3,000 per session, three sessions	Max of 800 participants	N/A	N/A	\$9,000	
Throughout 2020-2021 Year	Collect and Review Outcome Data, via Corwin Efficacy Process						Included at no extra cost	
							Year 1:	\$32,250.00

Year 2: Sustaining Anti-Racism and Social Justice through the Deep Equity Process

Date	Service	Consultant	Investment	Est #	Required Resources	Resources Investment	Total Investment
Two consecutive days Fall 2021	Deep Equity Professional Learning: Create Culturally Responsive Teaching Teams—a team from each school or a representative set of schools, including administrators and community stakeholders Phase 1 - Tone and Trust	Deep Equity team, two consultants of diverse racial and gender representation	\$12,000 Day 1 \$10,000 Day 2	100	Deep Equity Process Participant Workbook Code: B39818P Price each: \$25.00/pp, 100 copies We Can't Lead Where We Won't Go: An Educator's Guide to Equity, \$299 per school (assumes 12 schools to start)	\$2,500.00 \$3,588.00 S&H: \$176.29	\$28,264.29



	Phase 2 - Personal Culture and Personal Journey Phase 4 - Classroom Implications and Applications								
Two consecutive days Winter/Spring 2022	Deep Equity Professional Learning: Phase 3 – From Dominance to Social Justice Phase 4 - Classroom Implications and Applications Phase 5 – Systemic Transformation and Planning for Change	Deep Equity team, two consultants of diverse racial and gender representation	\$12,000 Day 1 \$10,000 Day 2	100	No additional resources necessary			\$22,000.00	
Year 2 Deep Equity Process for School Teams									\$50,264.29

Note: Investment includes all professional learning, travel expenses, materials, and Shipping and Handling via UPS Ground

Optional Youth Equity Stewardship (YES!) for Social Justice, for 2021-2022 School Year:

Date	Service	Consultant	Investment	Est #	Required Resources	Resources Investment	Total Investment
Two days Fall 2021	Youth Equity Stewardship (YES!) Phases 1-3	Two YES! Facilitators	\$9,600 Day 1 \$7,600.00 Day 2	75	Youth Equity Stewardship Series workbook, \$15 per copy/per student	\$1,125.00 S&H: \$43.26	\$18,368.26
Two days Winter/Spring 2022	Youth Equity Stewardship (YES!) Phases 4-5	Two YES! Facilitators	\$9,600 Day 1 \$7,600.00 Day 2	75	No additional resources necessary		\$17,200.00

Year 2 YES! Series for Ferguson-Florissant Student Social Justice Leaders	\$35,568.26
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Note: Investment includes all professional learning, travel expenses, materials, and Shipping and Handling via UPS Ground



Year 3: Sustaining Anti-Racism and Social Justice through the Deep Equity Process, Building District Capacity to lead Anti-Racist and Culturally Responsive Teaching

Date	Service	Consultant	Investment	Est #	Required Resources	Resources Investment	Total Investment
Two consecutive days Fall 2022	Deep Equity Professional Learning: Create Culturally Responsive Teaching Teams (<u>Cohort 2—other 12 Ferg-Flor Schools that did not participate in 2021-2022 Year</u>) Phase 1 - Tone and Trust Phase 2 - Personal Culture and Personal Journey Phase 4 - Classroom Implications and Applications	Deep Equity team, two consultants of diverse racial and gender representation	\$12,000 Day 1 \$10,000 Day 2	100	Deep Equity Process Participant Workbook Code: 839818P Price each: \$25.00/pp, 100 copies We Can't Lead Where We Won't Go: An Educator's Guide to Equity, \$299 per school (assumes 12 schools)	\$2,500.00 \$3,588.00 S&H: \$176.29	\$28,264.29
Two consecutive days Winter/Spring 2023	Deep Equity Professional Learning: Phase 3 – From Dominance to Social Justice Phase 4 - Classroom Implications and Applications Phase 5 – Systemic Transformation and Planning for Change	Deep Equity team, two consultants of diverse racial and gender representation	\$12,000 Day 1 \$10,000 Day 2	100	No additional resources necessary		\$22,000.00
Year 3 Deep Equity Process for School Teams							\$50,264.29

Note: Investment includes all professional learning, travel expenses, materials, and Shipping and Handling via UPS Ground



Optional Youth Equity Stewardship (YES!) for Social Justice, for 2022-2023 School Year:

Date	Service	Consultant	Investment	Est #	Required Resources	Resources Investment	Total Investment
Two days Fall 2022	Youth Equity Stewardship (YES!) Phases 1-3—Cohort 2	Two YES! Facilitators	\$9,600 Day 1 \$7,600.00 Day 2	75	Youth Equity Stewardship Series workbook, \$15 per copy/per student	\$1,125.00 S&H: \$43.26	\$18,368.26
Two days Winter/Spring 2023	Youth Equity Stewardship (YES!) Phases 4-5—Cohort 2	Two YES! Facilitators	\$9,600 Day 1 \$7,600.00 Day 2	75	No additional resources necessary		\$17,200.00
Year 3 YES! Series for Ferguson-Florissant Student Social Justice Leaders							\$35,568.26

Note: Investment includes all professional learning, travel expenses, materials, and Shipping and Handling via UPS Ground

Tab F. Felony Conviction Notification Form

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name: CORWIN a SAGE Publishing Company

Vendor Address: 2455 Teller Road, Thousand Oaks, CA 91320

Vendor E-mail Address: dave.west@CORWIN.COM

Vendor Telephone: 805-410-2469 Fax Number: _____

Authorized Company Official's Name: DAVE WEST
(Printed)

Signature of Company Official: (Signature)

Date: 7-8-2020

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Tab G. Federal Work Authorization Program Addendum

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: *Dave West* (signature)

Printed Name and Title: DAVE WEST VP Professional Learning

For and on behalf of: Crewix
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

Tab H. Federal Work Authorization Program Affidavit

I, DAVE WEST, being of legal age and having been duly sworn upon my oath,

state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by CORWIN (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER

AFFIANT SAYETH NOT

By: 1 Dave West (individual signature)

For CORWIN (company name)

Title: VP Professional Learning

Subscribed and sworn to before me on this 8TH day of JULY, 2020.

[Signature]
NOTARY PUBLIC

My commission expires: 9-4-2020

DANIEL P. MURPHY
Notary Public, Massachusetts
My Commission Expires September 4, 2020

PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS

Welcome!



This meeting is being recorded.



Link your video with your phone number if using a phone



Use the chat to engage and share thoughts or questions



Mute your microphone as we all join.



Be engaged



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK *Learning. Together.*



Advancing Equity. Together.

Welcome and Purpose

Objectives

- a. How might we handle resistance and stay aware of Tools of Oppression in a way that reflects our anti-racism principles? (30 min)
- b. How might we work to increase energy and buy-in and discussion around our anti-racist aims? (30 min)
- c. Building Relationships and Storytelling:
 - i. How might we live in community together outside of our meetings and in reflection of our anti-racism principles?

03.04.21 FergFlor Change Team Anti-Racist Aims, Resistance, and Relationships

- Welcome and Purpose
- Expecting Resistance: Living our AR Aims
- Building energy and buy-in
- Living in Community as a Team
- Reflections and Close



What is the Change Team?

The Change Team is a diverse and dynamic leadership body which champions the district's work toward anti-racism as part of the district strategy.

The Change Team:

- Works as an anti-racist community
- Provides momentum
- Sets a collective vision
- Prepares schools to engage

Ferg-Flor Anti-Racist for Social Justice in Schools Change Team

Dr. Donna Paulette-Thurman
Jana Parker
Adrienne Bland
Liz Davenport
Kevin Hampton
Exley Warren
Jill Loyet
Eric Harris
Katy Chambers
Cedric Gerald
Carrie Pace
Taylor Cameron
Dr. Courtney Graves
Lotus MacDonald (Student)
Curtis Buckley
Nicole Tate-Ray

Sean Joyce
Farhad Jadali
Malinda Ice
Dr. Bonita Jamison
Dorothea Baker (teacher)
Jason Armstrong (Chief of Police)
Pamela Powell (Parent)
Jamilah Bracely (Student)
Key'Mon Jenkins (Student)
Leilani Billups (Student)
Brooke Strautmann (Student)
Kain Penton (Student)
Dr. Davis (Superintendent)
Alishia Union (Student)
Jaylen Clark (Student)

We're excited to have feedback partners join us today!!

Albert Harrold
Roger Hines
Teonna Brenson (Teacher)
Shaniya Perry (Student)
Carlisha Elam (AP)
Roxanne Provence
Myko Vaughn
Sheila Carves
Abida Jafari
Michelle Huisinga
Dr. Beth Nelson
Ladonna Sutherlin
Carla Leggett
Levi Matthews
William Givens

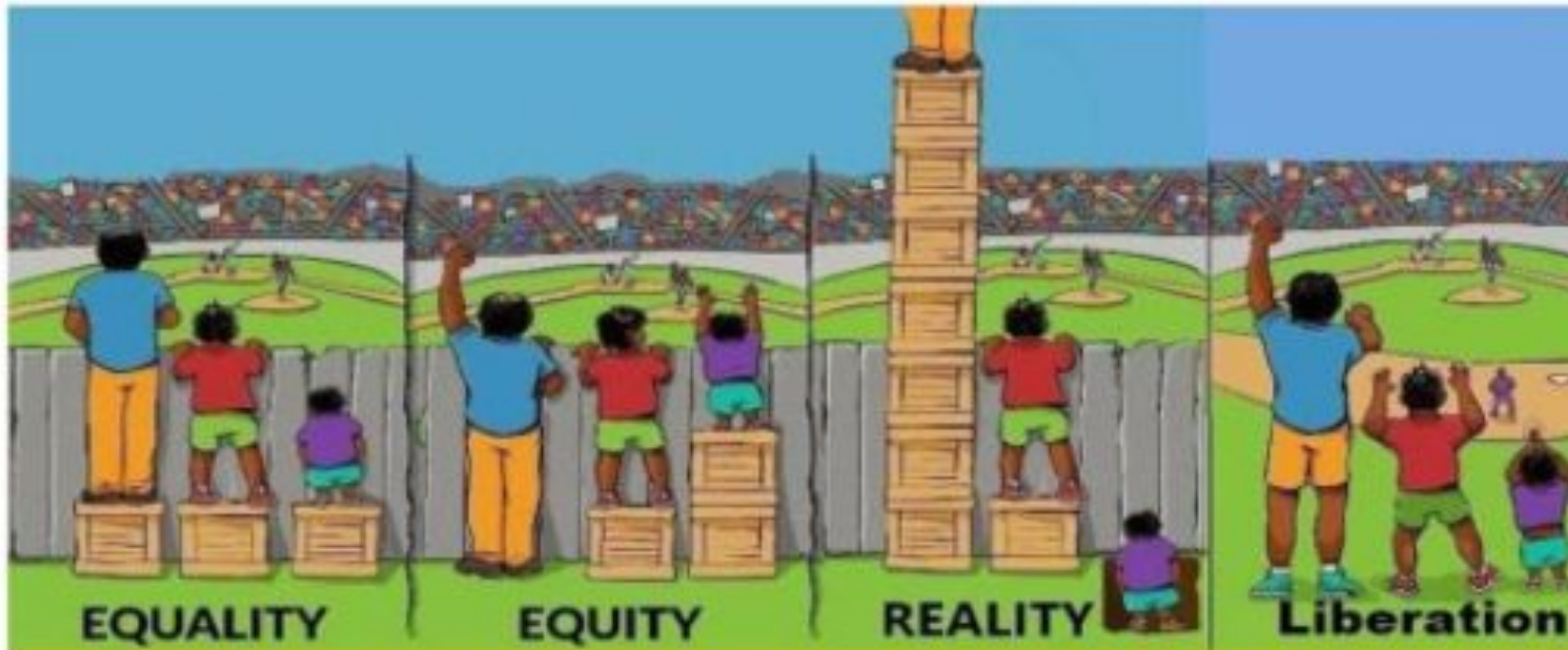
Tonya Nalls
Aimee Cacciatore
Joycelyn Pugh- Walker
Vershaun Howze
Lisa Hazel
Garry Beales
Deanna Kitson
Larry Larrew
Terry O'Neil
Laura Modrusic

Our Anti-Racist Commitment and District Strategy

Prioritizing and advocating for the eradication of racist and oppressive systems and structures throughout our school district and beyond.

Equality → Equity → Social Justice

We have to be willing to recognize that privilege is real, and that the structures that surround us really are stacked in favor of certain groups over others, or else we cannot create meaningful change.



Anti-Oppression Principles

1. Forms of oppression in society are structural—a central part of how society operates to the detriment of people from groups that are the target of oppression (marginalized populations). Forms of oppression are normalized and integral to society.
2. A critique of normative systems empowers people from marginalized populations.
3. Consciousness about race, gender, gender identity, sexual orientation, class, ability, religion, and other cultural markers is imperative. By masking oppression, difference-blindness contributes to societal inequities.
4. A critical examination of mainstream beliefs about what is “fair” is necessary to reveal how society uses race, gender, gender identity, sexual orientation, class, ability, religion, and other cultural markers to oppress people from marginalized populations.
5. To make change, the perspectives and lived experiences of people from marginalized populations must be brought to the center of discourse and prioritized.
6. Anti-oppression goals require the leadership and engagement of people from marginalized populations.
7. Organizations and individuals must strive to address (undo) structural oppression and in doing so, must be accountable to people from marginalized populations.

SOURCE: You can find these principles on page 2 and 3 [this document](#).



Group Norms: How we operate together

1. Remember, the data we looked at is not meant to be evaluative.
2. Avoid making assumptions about other people.
3. Be open to critical self-reflection.
4. Realize your privilege and be aware of potential power dynamics.
5. We are all in a place of learning.
6. Share the space.
7. Use “I” language.
8. Take care of yourself.
9. Use the chat to share and to respond; as well as voice.

Anti-Oppression Principle

To make change, the perspectives and lived experiences of people from marginalized populations must be brought to the center of discourse and prioritized.

Expect Support and Resistance: Living our AR Standards

Expect Support AND Resistance

How might we handle resistance and stay aware of tools of oppression in a way that reflects our anti-racism principles? (45 min)

Framing and Managing Resistance

What is resistance?

- A system dynamic - not personal intent
- A constellation of forces as a response to change in status quo
- Forces that operate to oppose or block movement
- Often unconscious acts
- Forces that maintain the system that are trying to keep something of value

Seven Steps to Manage Resistance:

1. **Anticipate** resistance
2. **Name** resistance
3. **Welcome** resistance
4. **Explore** resistance
5. **Honor** resistance
6. **Embrace** resistance
7. **Use** resistance

Mental Models for Managing Resistance

The Enemy Model

- Something to be conquered/controlled
- Creates a fight/flight & a win/lose contest
- Seeks to destroy
- Makes others feel like they have lost the battle
- Becomes covert
- Produces compliance, not change

The Energy Model

- Creates a set of positive & necessary disturbances
- Creates energy for transformation
- Is an indicator that real change is ahead
- Acts as a protector of core values
- Brings to light organizational taboos and unacknowledged issues that can be openly addressed

Shame as a Tool for Oppression

“Shame breeds fear. It crushes our tolerance for vulnerability, killing engagement, innovation, creativity, productivity and trust. Shame can only rise so far in any system before people disengage to protect themselves. When we’re disengaged, we don’t show up, we don’t contribute, and we stop caring.”

Shame can play out in an organization through:

perfectionism	favoritism	gossiping	blaming	back-channeling
comparison	self worth tied to productivity	discrimination	bullying	power over
shame as a management tool	harassment	teasing and cover ups	mean emails	

back-channeling: 'Grapevine' or informal communication that travels parallel to (and sometimes ahead of) official channels in an organization or society.

- How have you/or how have you not experienced shame as described above in an organization? What other ways does shame play out in an org?
- Which aspects of shame might you have unintentionally perpetuated?
- What connections are you making to how shame is sometimes used as a tool of oppression in schools?

Expect Support AND Resistance

Essential Question:

How might we handle resistance and stay aware of tools of Oppression in a way that reflects our anti-racism principles?

Whole group: 10 minutes

How do we as a change team stay grounded in the Energy Model Versus the Enemy Model

Small Group: 20 minutes

What are signs of resistance and signs support for Anti-racist learning, development, and action?

How have you/will you manage that resistant or build from that support?



Mental Models for Managing Resistance

Whole group: 10 minutes
How do we as a change team stay grounded in the Energy Model Versus the Enemy Model

The Enemy Model

- Something to be conquered/controlled
- Creates a fight/flight & a win/lose contest
- Seeks to destroy
- Makes others feel like they have lost the battle
- Becomes covert
- Produces compliance, not change

The Energy Model

- Creates a set of positive & necessary disturbances
- Creates energy for transformation
- Is an indicator that real change is ahead
- Acts as a protector of core values
- Brings to light organizational taboos and unacknowledged issues that can be openly addressed

Expect Support AND Resistance

Essential Question:

How might we handle resistance in a way to reflect our anti-racism principles?

Whole group: 10 minutes

How do we as a change team stay grounded in the Energy Model Versus the Enemy Model

Focus here: Small Group: 20 minutes

What are signs you are seeing of resistance and signs support for Anti-racist learning, development, and action?

How have you/will you manage that resistant or build from that support?

Some reference slides follow.



Anti-Racist Standards: Development Teams

1. Student and Family Empowerment and Rights	2. Student development and progress	3. Communication, Dialogue, and Community Engagement	4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment	6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment
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Support for anti-racism work

“Keep doing what you are doing. This is the first time that we've actually addressed race. I know there have been other initiatives (Culturally Responsive Teaching, etc) that were put on PAPER...However, this is the FIRST that actually addresses the root of the problem.”

"Learning about this topic is helping me understand myself and others. I will become an improved educator because of ANet's work and presentations."

“I'm walking away with practical action steps I can take to recognize my own implicit bias and a reminder to LISTEN to student perspectives and how their experiences affect how they view school.”

“Realizing that I have biases, and that I also must find the courage to speak up and vocalize my concerns about race and equity and the impact that it has on teaching and learning...even when I know that it will not be received well. I have to do this for my students...ALL students.”

This was probably the best PD I have been a part of in a long time. The information was amazing, amazing, and desperately needed.

Building Energy and Buy-In

Building Energy and Buy-in

How might we work to increase energy and buy-in and discussion around the anti-racist standards? (BOE Approval Pending) (20 min)

Energy and Buy-in

How might we work to increase energy and buy-in and discussion around the anti-racist standards?
(BOE approval pending)

Brainstorm Space

What do you need from each other in order to lead AR Racism for Social Justice in School? (15 min)



Living in Community

Living in Community: What is the Change Team?

The Change Team is a diverse and dynamic leadership body which champions the district work toward anti-racism as part of the district strategy.

The Change Team:

- Works as an anti-racist community
- Provides momentum
- Sets a collective vision
- Prepares schools to engage

What are the AR Standards For?

Prioritizing and advocating for the **eradication of racist and oppressive systems and structures throughout the educational landscape** by building culture, practices, and leadership skills that guarantee equitable instruction for all students, especially students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent.



Energy and Buy-in

How might we live in community together outside of our meetings and in reflection of our anti-racism principles?



Live this Poem: “Carefronting”

Building relationships & Storytelling:

How might we live in
community together
outside of our meetings
and in reflection of our
anti-racism principles?

I love me.
I love my freedom
to be who I am.
I love my drive
to be all I can be.
I love my right
to be different from you.
I love my need
to be related to you.

The thoughts I think.
The words I speak.
The actions I take.
The emotions I feel ...
They are mine. For them
I am fully responsible.

I also love you.
I respect your freedom
to be who you are.
I admire your drive
to be all you can be.
I recognize your right
to be different from me.
I appreciate your need
to be related to me

The thoughts you think,
The words you speak,
The actions you take,
The emotions you feel --
They are yours. For them
I am in no way
responsible



Live this Poem: “Carefronting” Continued

Building relationships & Storytelling:

How might we live in
community together
outside of our meetings
and in reflection of our
anti-racism principles?

I am free
to accept or to refuse
your wants
your requests
your expectations
your demands.

I can say yes.
I can say no.
I am not in this world
to live as you prescribe.

I am not responsible
for you.
I will not be
responsible **to** you.
I want to be
responsible **with** you

You are free
to accept or to refuse
my wants
my requests
my expectations
my demands.

You can say yes.
You can say no.
You are not in this world
to live as I prescribe.

You are not responsible
for me.
You need not be
responsible **to** me
You can be
responsible **with** me.



Building relationships & Storytelling:

How might we live in community together outside of our meetings and in reflection of our anti-racism principles?

Vulnerability

“The origin of the word "courage" comes from the word "cour", which mean **heart**, and it means to completely share your story with your whole heart.”

— Brené Brown, **The Power of Vulnerability: Teachings of Authenticity, Connections and Courage**



Anti-Racist Standards: Development Teams

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Living in Community

Building relationships & Storytelling:

How might we live in community together outside of our meetings and in reflection of our anti-racism principles?

Discussion and Directions

Share a story of when someone in your life gave you what you needed to be your best at work or in life?

How might you apply your learning from that situation to your relationships for advancing and living anti-racism for social justice in schools.



Reflect and Close

Objectives

- a. How might we handle resistance and stay aware of tools of Oppression in a way that reflects our anti-racism principles? (30 min)
- b. How might we work to increase energy and buy-in and discussion around our anti-racist aims? (30 min)
- c. Building Relationships and Storytelling:
 - i. How might we live in community together outside of our meetings and in reflection of our anti-racism principles?

Please share out any Aha's, Affirmations, Appreciations, or Actions.

Next Steps:

1. Operate in your role as a champion for this work.
2. Coming Months: Standards will be folded into the Strategic Planning
3. Coming Months: Standards will drive a pilot audit of some practices.



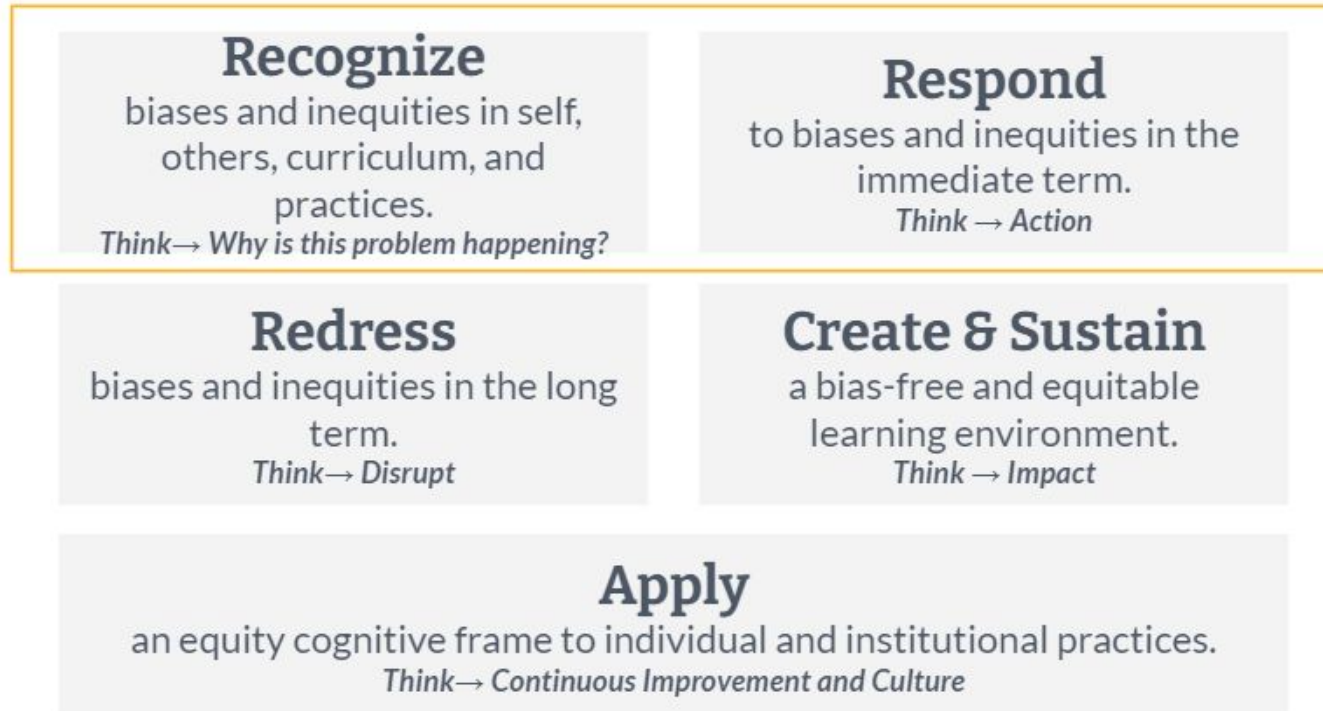
End and Previous Slides

Finalize Standards

Anti-Racist Standards: Development Teams

1. Student and Family Empowerment and Rights	2. Student development and progress	3. Communication, Dialogue, and Community Engagement	4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment	6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment
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Equity literacy requires noticing bias in ourselves



Equity Literacy Skills help us to live out compassion for both staff and students

Next Steps:

1. **Today:** Work to finalize
2. **Next Week:** Cabinet reviews and will tweak for clarity.
3. **Coming Months:** Standards will be folded into the Strategic Planning
4. **Coming Months:** Standards will drive a pilot audit of some practices.



Final Draft- Anti-Racist Standards: Directions

1. **Click 'Join Breakout'** to work in your small group.
2. Evaluate **how much time to spend** on each standard.
3. **Assign Roles:** Captain, Scribe, Timekeeper, and the summarizer/co-facilitator. Include all team members.
4. **Use template** that we will chat. **Goal:** Fill the **Final Draft** Column for each standard..
5. If you are done early, 1st. review work, 2nd. Help with a standard, 3rd. Connect.

Keep In Mind

- *Complete your standards by 3:50pm today.*
- *Use Chat for introductions to save time.*
- *Support each other with the norms*
- *Share your thoughts out loud and in chat; however, you don't want new ideas the whole time. You have to finish the standard to go the next one.*

Closing Reflections



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Top 5 trends from comments: What do you wish your coworkers knew about your experiences of race, ethnicity, or culture at your district?

- 1) Physical, mental, emotional toll of being POC
(~155)

"It's hard being a black woman in America these days. Daily hearing on social news outlets that your life isn't valued and then turn around and teach black children and telling them their life matters even if the world tells them no. It's draining!!!"

- 2) White allies voicing their commitment to anti-racism along with shame and guilt
(~150)

"I am ashamed of much of my journey on becoming an anti-racist educator, going to a 90%+ white, religious institution that caused me to teach in Ferg-Flor for reasons I did not understand for years; I do not want to share that with my coworkers. I have a lot to learn, and want to listen. I have learned the hard way that being apart of one marginalized community does not mean you understand the experience of all marginalized communities."

Top 5 trends from comments: What do you wish your coworkers knew about your experiences of race, ethnicity, or culture at your district?

3) Resistance of white staff (~98)

“That it has become very anti-white since about 5 years ago. That white teachers are not valued or respected or have a voice simply because they are white and then they must automatically be a racist, therefore, nothing the white people say or do is valued.”

4) Colorblind perspective that downplays issues raised by POC (~80)

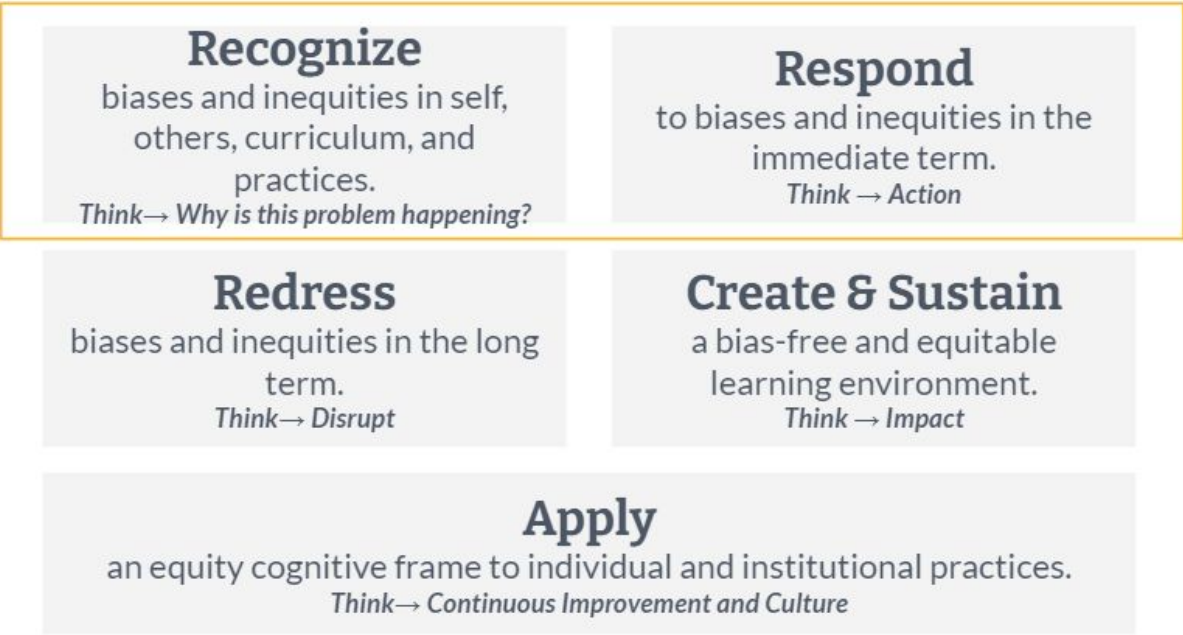
“It does not matter what color you are!!!! What matters is your character! Race does not define your outcome!”

5) Call to acknowledge a range of and intersections of identities (~62)

“I wish the district understood they are becoming multi-cultural, and that keeping things ‘Black and White’ often leaves other groups out of the conversation.”

Share Out: What are the standard add-ons, adjustments, or discussions you want to highlight?

Equity literacy requires noticing bias in ourselves



Equity Literacy Skills help us to live out compassion for both staff and students

Next Steps:

Reference: 12/4 Data Analysis of Staff Voice Slides



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



What will we be considering as we review the data?

- Based on the data, how would we describe the challenge we are trying to address?
- What does the data make us think about our biggest celebrations, opportunities, and barriers to anti-racism work?
- When you look at our sample anti-racist standards, which feels most important based on the data we reviewed today? What would you add?

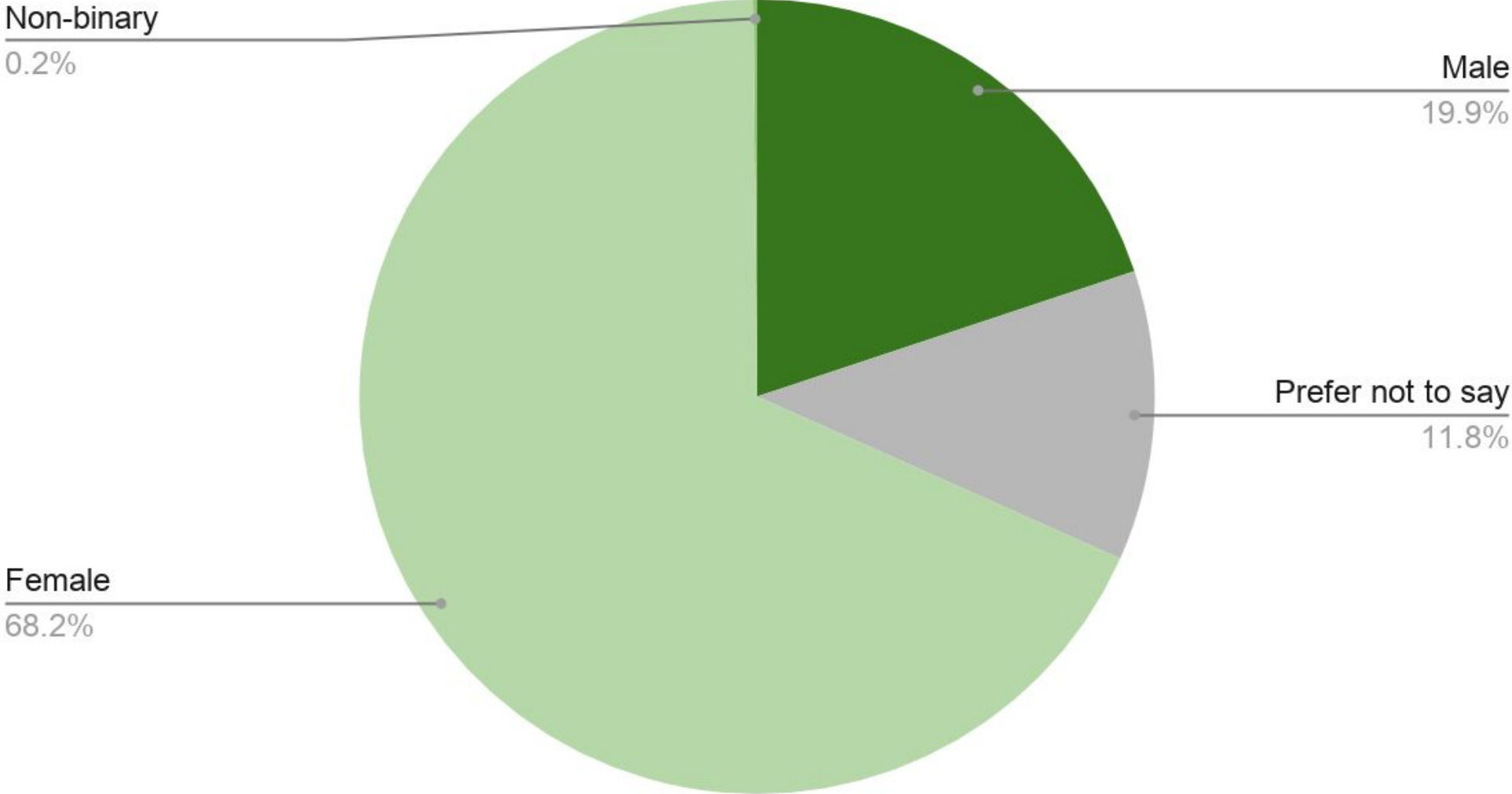
Internalizing and Reflecting on the Staff Voice Data



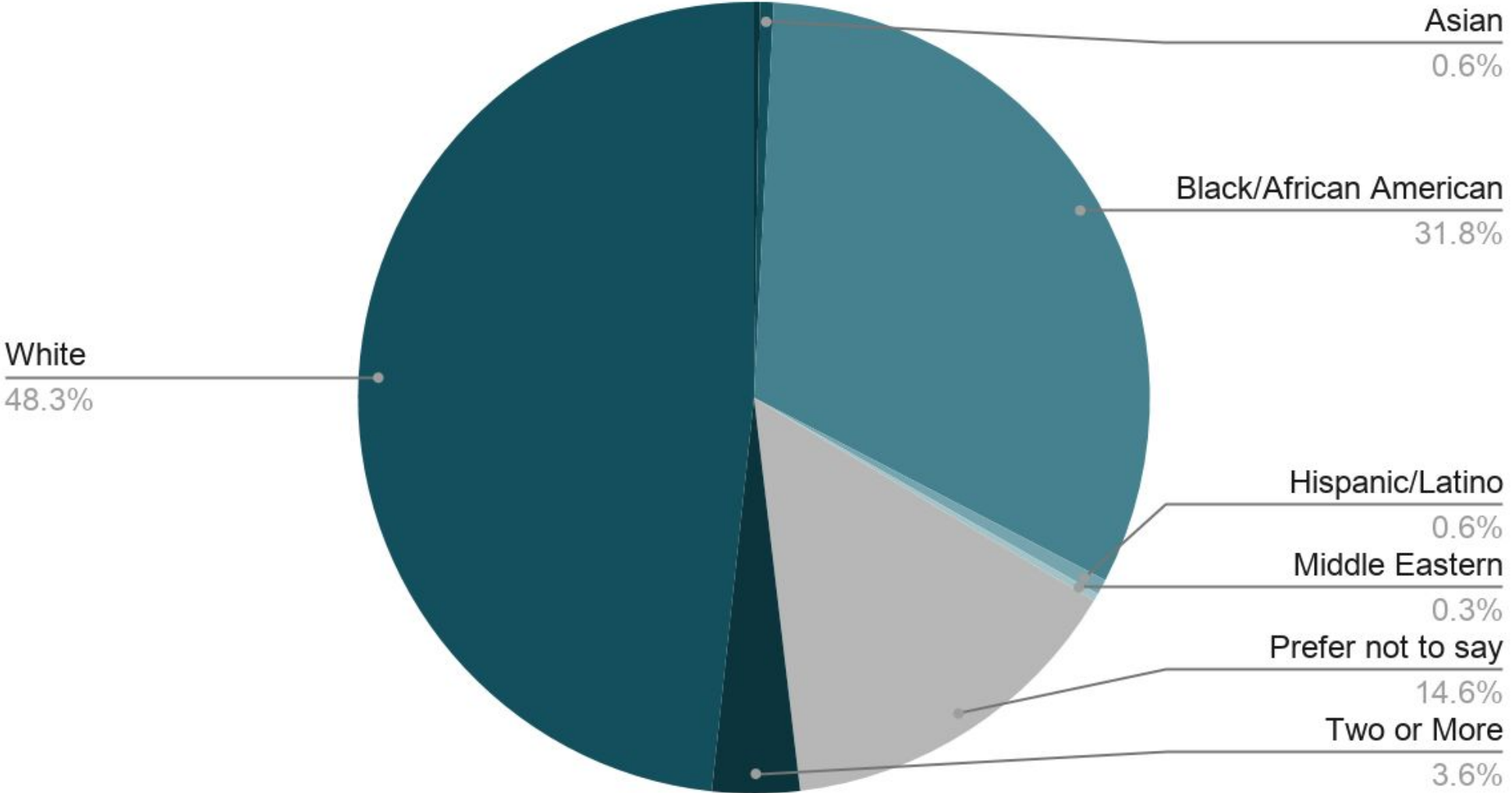
**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



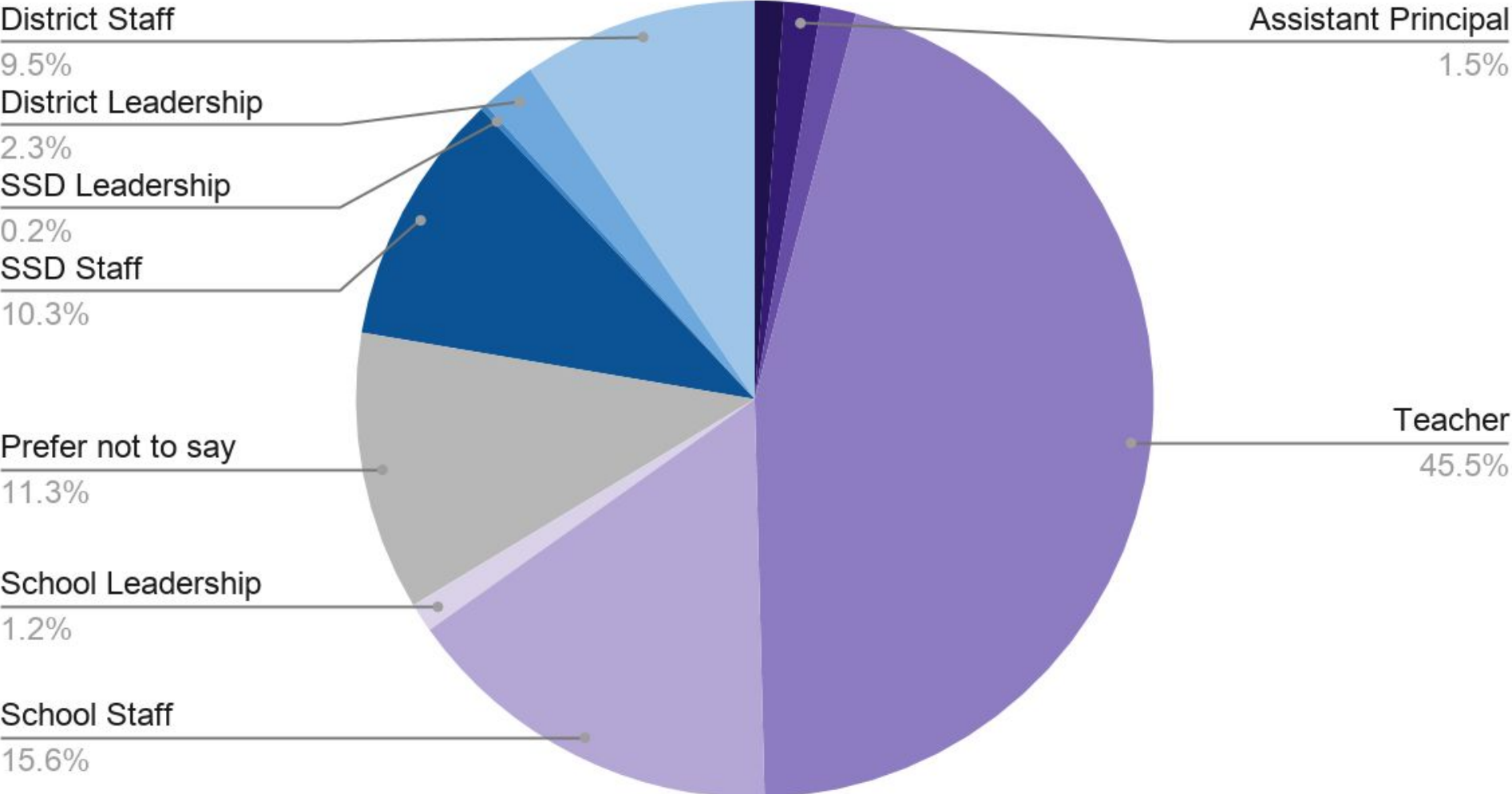
Demographics: Gender identity



Demographics: Race



Demographics: Role



Demographics: Role x Race x Gender: What does this make you think?

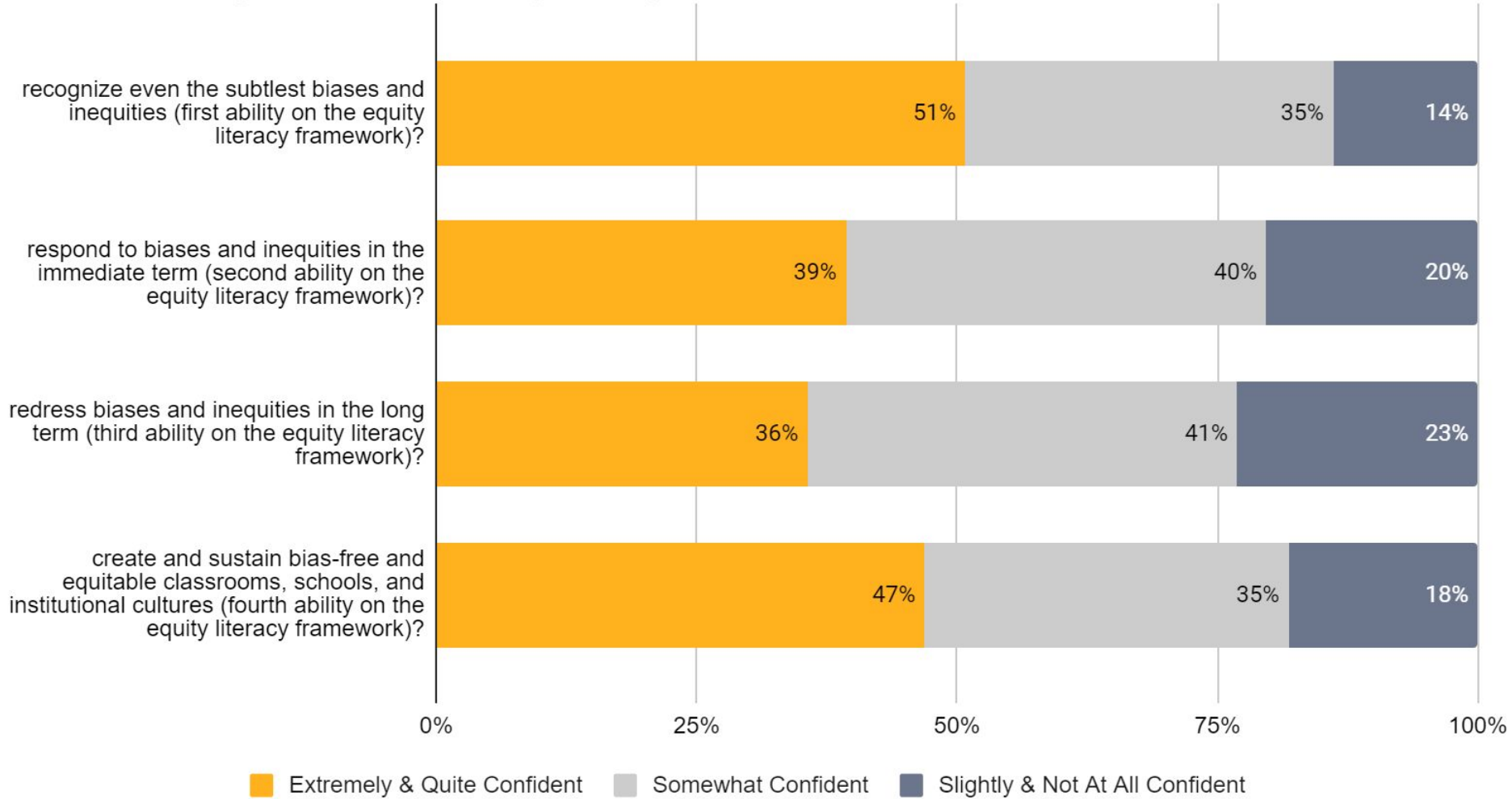
	Leaders	Staff	Teachers	Students (from NCES)
Race	54% Black	43% Black	21% Black	59% Black
	36% White	41% White	61% White	34% White
	3% Other	3% Two or more races	4% Two or more races	3% Two or more races
	1% American Indian	1% Asian	1% Asian	1% Asian
		1% Hispanic/Latino	1% Hispanic/Latino	3% Hispanic/Latino
Gender	50% Female	76% Female	72% Female	
	44% Male	16% Male	21% Male	

Categories of questions asked

- Confidence in equity literacy skills
- Perception on how the district's policies, procedures, programs reflect anti-racism
- Perception of the district's culture
- Perception of the district leadership
- Sense of belonging
- Confidence and comfort in having conversations about race
- Open-ended questions about staff's own experience around race, requests for support from district

Confidence in equity literacy skills

To what extent do you feel confident about your ability to...



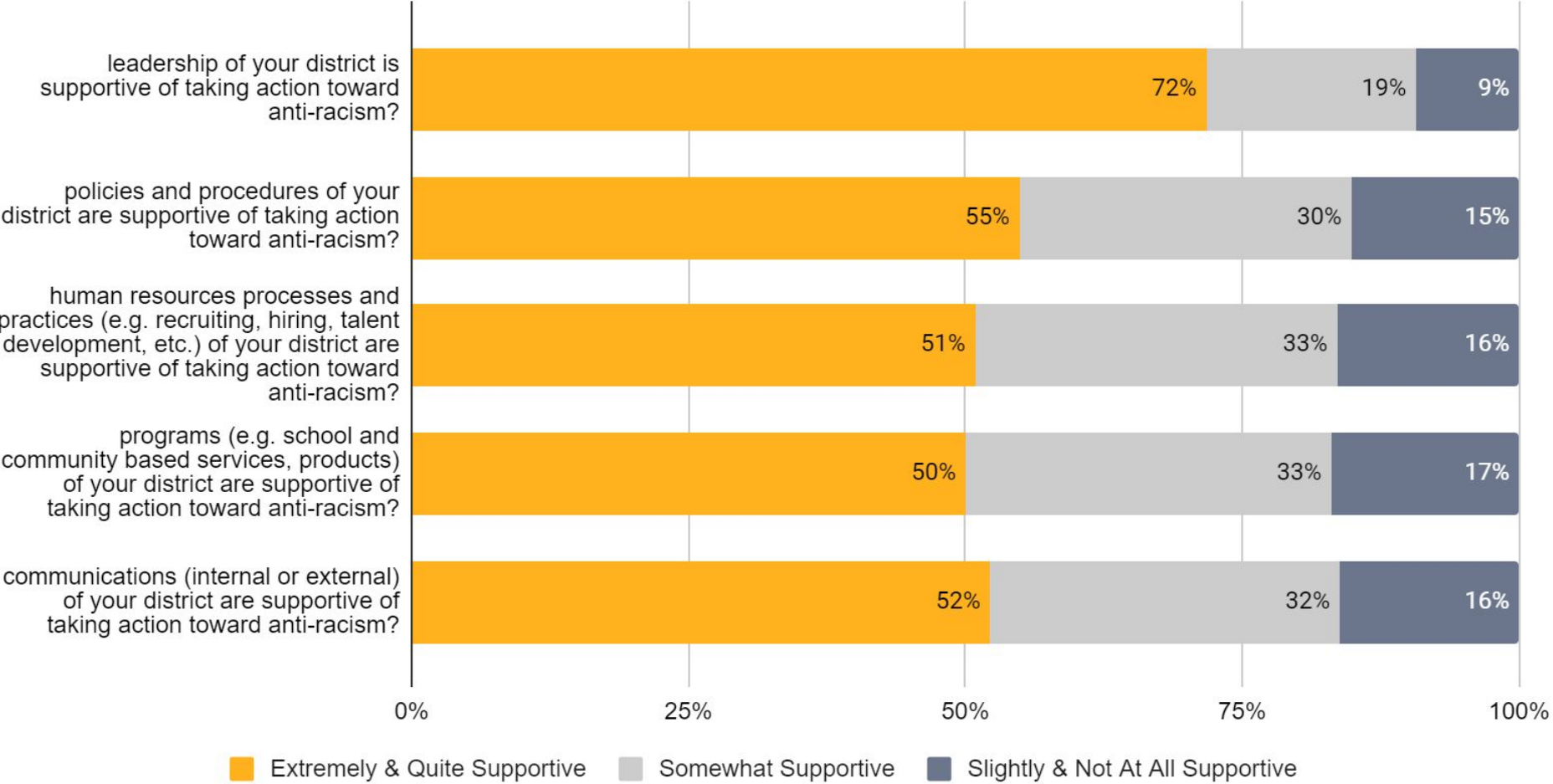
Race: POC staff rated confidence higher in all equity literacy skills than white staff

Role: Teachers and staff rated confidence higher than leaders

Perception on how the district's policies, procedures, programs reflect anti-racism:

How might the disproportionate number of white teachers in hiring align/not align with anti-racist principles and how does this impact the POC experience?

To what extent do you think the...



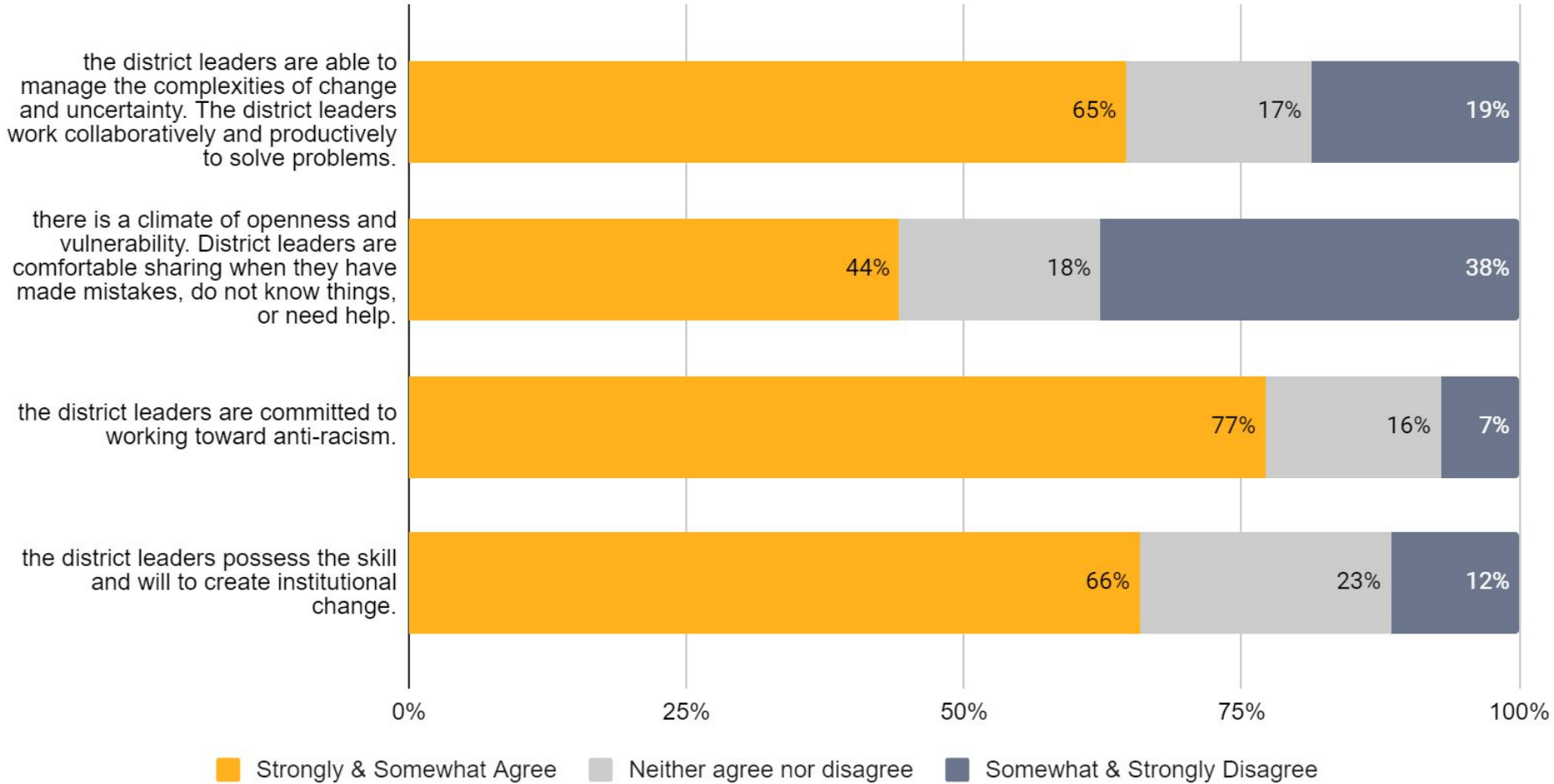
- Race: POC staff reported a need for more improvement in area of human resources and programs
- Role: Leaders held a more critical view of the district's policies, procedures, programs in general than teachers or staff

Perception on how the district’s policies, procedures, programs reflect anti-racism:
 How might the disproportionate number of white teachers in hiring align/not align with anti-racist principles and how does this impact the POC experience?

	Leaders	Staff	Teachers	Students (from NCES)
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		1% Hispanic/Latino	1% Hispanic/Latino	3% Hispanic/Latino
Gender	50% Female	76% Female	72% Female	
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Perception of the district leadership

In our district...

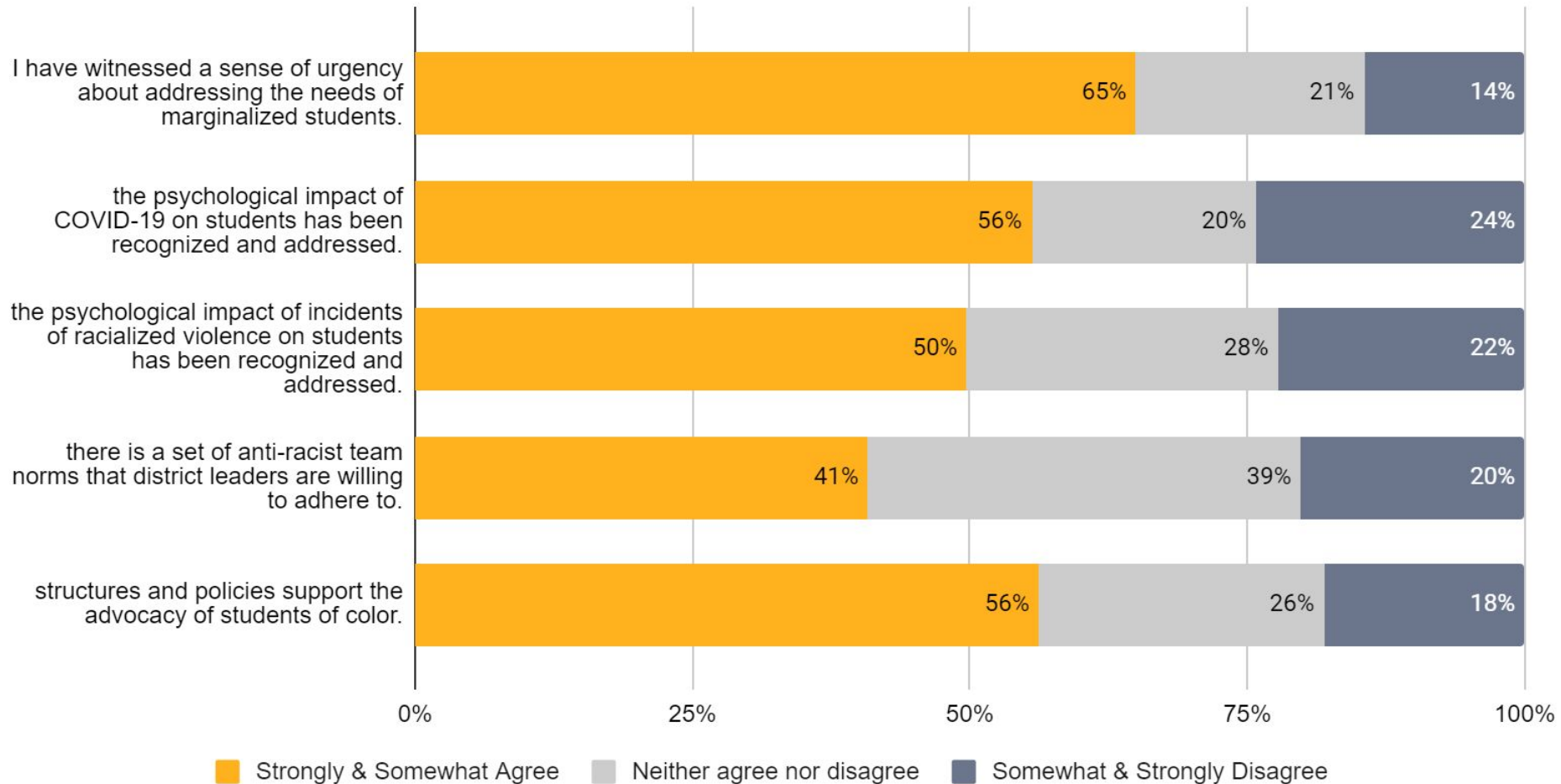


- Race: There are more POC staff than white staff where their experience does not support the claim that leadership is committed to anti-racism
- Role: Leaders showed vulnerability and rated themselves low in each of these categories

Perception of the district's culture:

Notice the difference in perspective of POC and white staff? What is it about the history and lived experience that might contribute to this difference?

In our district...



Race: POC staff reported a need to focus on structures & policies and impact of racialized violence, whereas white staff reported a need to focus on impact of COVID-19

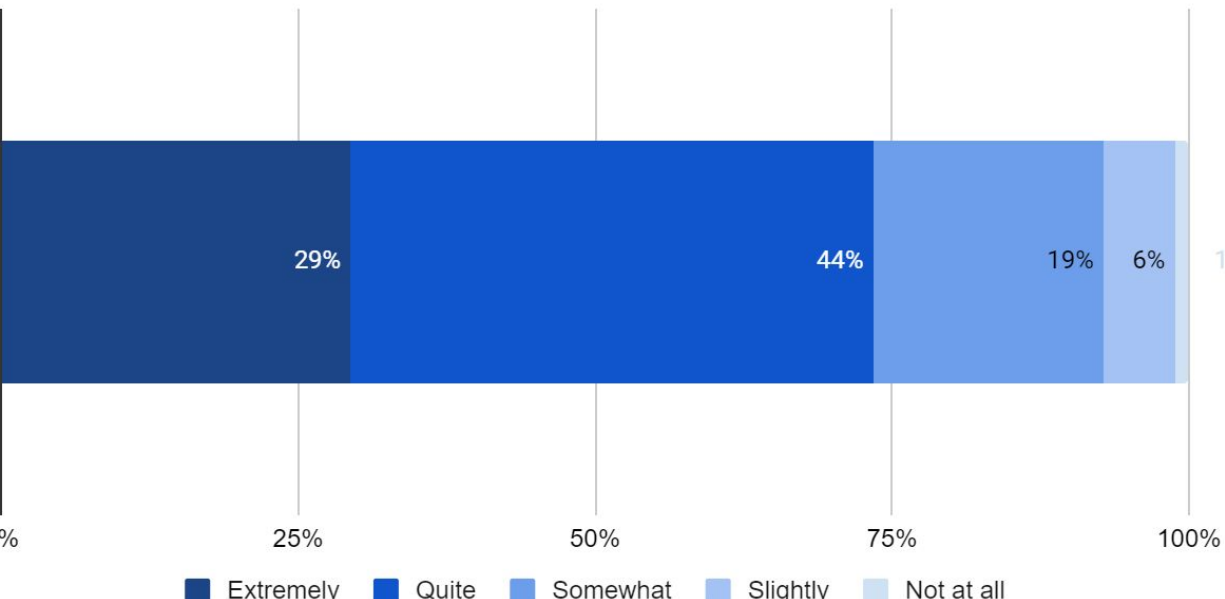
Role: Leaders showed vulnerability in the need to improve all areas of district's culture

Current sense of belonging

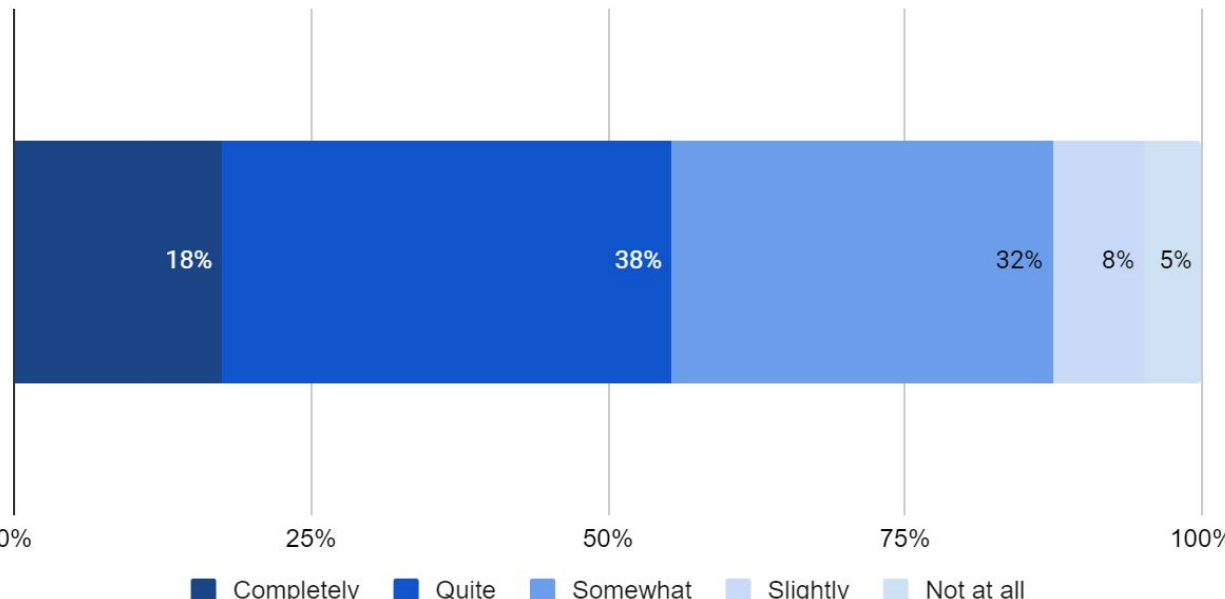
- Staff with a sense of belonging: 48%
 - White staff: 50%
 - POC staff: 43%
- Staff without a sense of belonging: 22%
 - White staff: 22%

- Race: POC staff feeling less welcomed and more expected to assimilate than white staff
- Role: Staff feeling less respected than leaders and teachers

How welcoming do you believe most of your coworkers are to people of color?



How much do you believe people of color are expected to assimilate into the existing district culture?



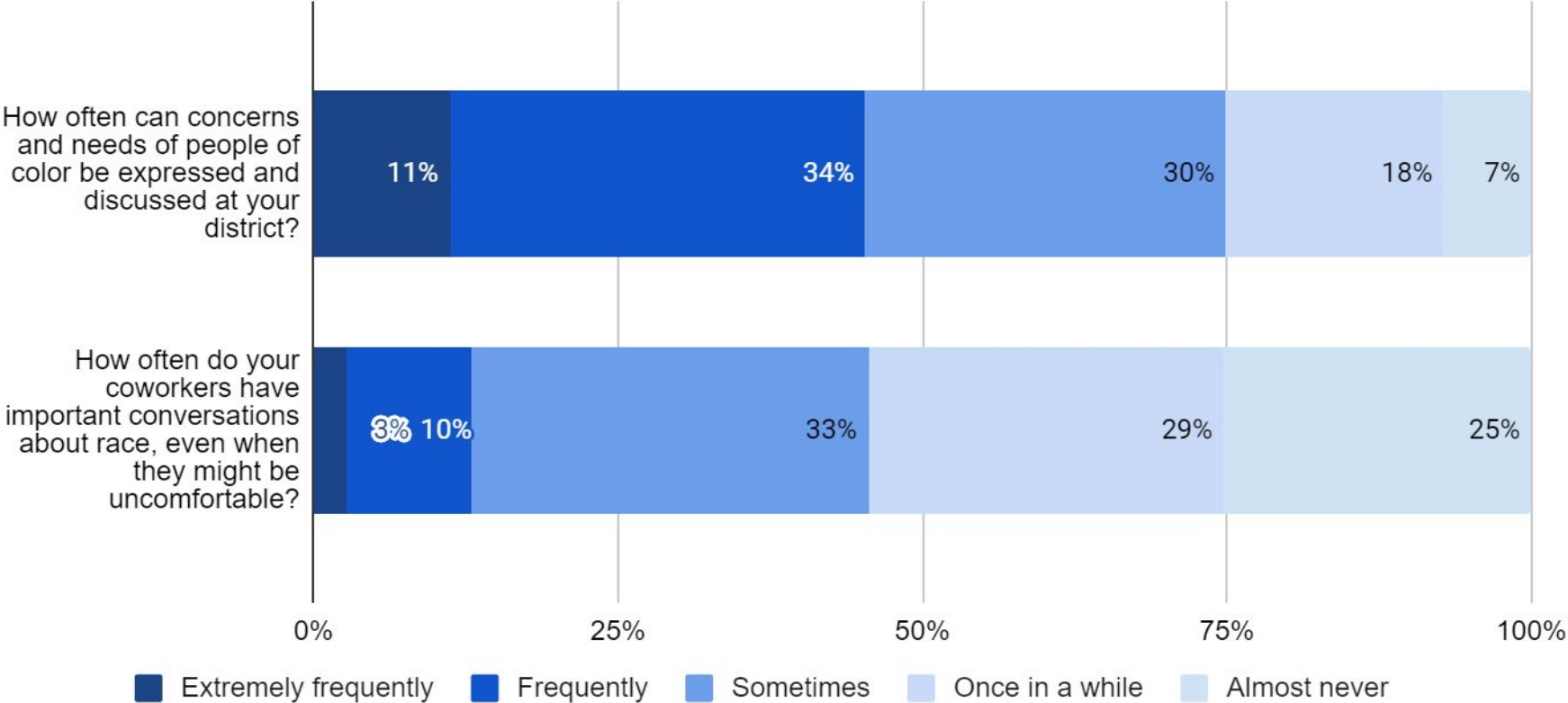
Confidence and comfort (C&C) in having conversations about race

- C&C in others: 34%
 - White staff: 36%
 - POC staff: 29%

- Race: POC staff feeling like their concerns are less heard than white staff; white staff more confident about having conversations about race than POC staff

- Lack of C&C in others: 35%
 - White staff: 31%
 - POC staff: 41%

- Role: Staff feeling like their concerns are less heard than leaders and teachers; staff and teachers more confident about having conversations about race than leaders



What do you notice?

What do you wonder?

What are some implications of the data on our work toward anti-racism?

Small group analysis and discussions

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
<ol style="list-style-type: none"> 1. Dr. Donna Paulette-Thurman 2. Kevin Hampton 3. Katy Chambers 4. Cedric Gerald 5. Lotus MacDonald (Student) 	<ol style="list-style-type: none"> 1. Dr. Courtney Graves 2. Pamela Powell (Parent) 3. Brooke Strautmann (Student) 4. Jill Loyet 	<ol style="list-style-type: none"> 1. Dr. Davis (Superintendent) 2. Carrie Pace 3. Leilani Billups (Student) 4. Sean Joyce 	<ol style="list-style-type: none"> 1. Jana Parker 2. Taylor Cameron 3. Jamilah Bracely (Student) 4. Farhad Jadali 	<ol style="list-style-type: none"> 1. Liz Davenport 2. Jason Armstrong (Chief of Police) 3. Key'Mon Jenkins (Student) 4. Eric Harris 	<ol style="list-style-type: none"> 1. Adrienne Bland 2. Exley Warren 3. Malinda Ice 4. Kain Penton (Student)

Making sense of the data

- Based on the data, how would we describe the challenge we are trying to address?
- What does the data make us think about our biggest celebrations, opportunities, and barriers to anti-racism work?
- When you look at our sample anti-racist standards, which feels most important based on the data we reviewed today? What would you add?

Top 5 trends from comments: What do you wish your coworkers knew about your experiences of race, ethnicity, or culture at your district?

1) Physical, mental, emotional toll of being POC (~155)

“It's hard being a black woman in America these days. Daily hearing on social news outlets that your life isn't valued and then turn around and teach black children and telling them their life matters even if the world tells them no. It's draining!!!”

2) White allies voicing their commitment to anti-racism along with shame and guilt (~150)

“I am ashamed of much of my journey on becoming an anti-racist educator, going to a 90%+ white, religious institution that caused me to teach in Ferg-Flor for reasons I did not understand for years; I do not want to share that with my coworkers. I have a lot to learn, and want to listen. I have learned the hard way that being apart of one marginalized community does not mean you understand the experience of all marginalized communities.”

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“That it has become very anti-white since about 5 years ago. That white teachers are not valued or respected or have a voice simply because they are white and then they must automatically be a racist, therefore, nothing the white people say or do is valued.”

4) Colorblind perspective that downplays issues raised by POC (~80)

“It does not matter what color you are!!!! What matters is your character! Race does not define your outcome!”

5) Call to acknowledge a range of and intersections of identities (~62)

“I wish the district understood they are becoming multi-cultural, and that keeping things ‘Black and White’ often leaves other groups out of the conversation.”

Top 5 trends from comments: **What can your district do better to support employees of different races, ethnicities, and cultures?**

1) Hold space and time for open and courageous conversations (~227)

“While I don't think we can FORCE people to have conversations about race and race-related topics; allowing opportunities for this type of engagement is important. In previous years, building level PDs have been focused on new curriculum/academic related material, but if the building staff can't find common ground or have meaningful interactions and conversations about personal views and race related topics, how can we serve our students as a whole team, how can we expect our students to go into this world as compassionate and cooperative individuals?”

2) Continue to hold ANet trainings (~179)

“Continue working with ANet and bring us good PDs.”

Top 5 trends from comments: **What can your district do better to support employees of different races, ethnicities, and cultures?**

3) Acknowledge a range of and intersections of identities (~121)

"I think our district very much supports races and ethnicities and cultures as long as they are black or white. Additionally, the marginalized students in FergFlor are Asian, Hispanic, poor, homeless, overweight, low ability, gay, and other minority groups."

4) Reflect anti-racism in the way the district operates (~82)

"Alter discipline policies, so they are more restorative."

5) Colorblind perspective to treat all people equally (~72)

"Stop looking at color and treat people with respect."

Other notable themes from comments

- Disparity between district/school demographics and student demographics

“I wish some white teachers would realize how unbalanced our staff is compared to our student population in terms of race and accept why this is something important to change. Too often white teachers take this as a personal attack and feel defensive toward the idea of change.”

- Residual pain from events of 2014

“Conversations about race, ethnicity and culture have been on the surface; and in certain buildings the conversations do not occur. Especially after the Mike Brown incidents in Ferguson there are still open wounds that have not been addressed.”

- Racial segregation among staff

“There is a perceptible chasm between white staff and black staff.”

- Lack of respect for non-teaching staff

“What I am more concerned about now is how non-teaching staff don't often seem to be as valued or respected until we are away from our jobs for a day or more.”

Other notable themes from comments (cont.)

- Desire for POC caucus and affinity groups

“Need for affinity spaces--it feels rewounding to do this work with the same people that inflicts the wounds on a daily basis at work.”

- Concern about alienating white staff in anti-racism work

“It is very difficult to open the door for communicating when it makes others so uncomfortable. Even when the other person is also anti-racist there can be a lot of white guilt, discomfort from lack of practice, and concern that leads to walking on eggshells. We don't want to isolate those who feel uncomfortable and decrease the likelihood of them joining the conversation.”

- Need for opportunities to challenge biases of white staff

“Continue to show the biases of white people and to allow (safely) to expose the biases that are all around us in the district. AND the biases place on our own students and colleagues. Expose, expose, learn and grow.”

Closing Reflections



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Reflecting on the data review process

- How has this analysis of data sharpened your skill around equity literacy skills?
- How has this data expanded your thinking and perspective towards the anti-racism work?

Recognize

biases and inequities in self,
others, curriculum, and
practices.

Think → Why is this problem happening?

Respond

to biases and inequities in the
immediate term.

Think → Action

Aha's, Affirmations, Appreciations, & Actions

Give voice to your compassion and thoughtfulness:

*Please share out any Aha's, Affirmations,
Appreciations, or Actions.*

1. Ferguson updates: prepping for 1/29 session
 - a. [Start Deck](#) Today and cue to cue
 - i. Part data meeting
 - ii. Cross-team feedback
 - b. Decide prework or message.
 - c. Insert Data Slides by Wed
 - d. Do we need another worksheet for participants
 - e. 300 comments done...folks plz pitch in.

What is AR and Change Team

.

How will we rotate reviews.

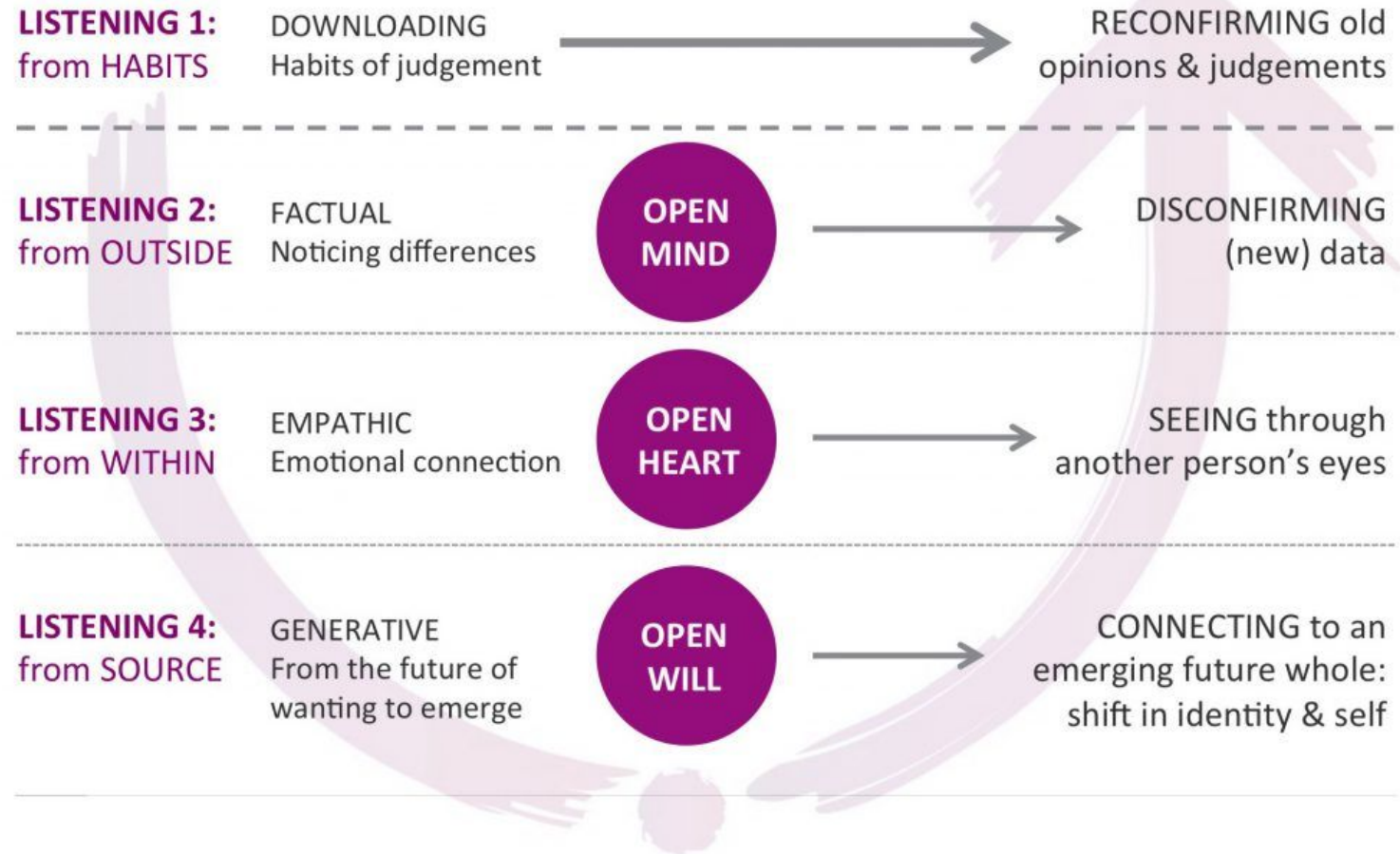
Grounding Definitions: Anti-racism

We view anti-racism as the **active process of identifying and eliminating racism** by changing systems, organizational structures, policies, practices and attitudes.

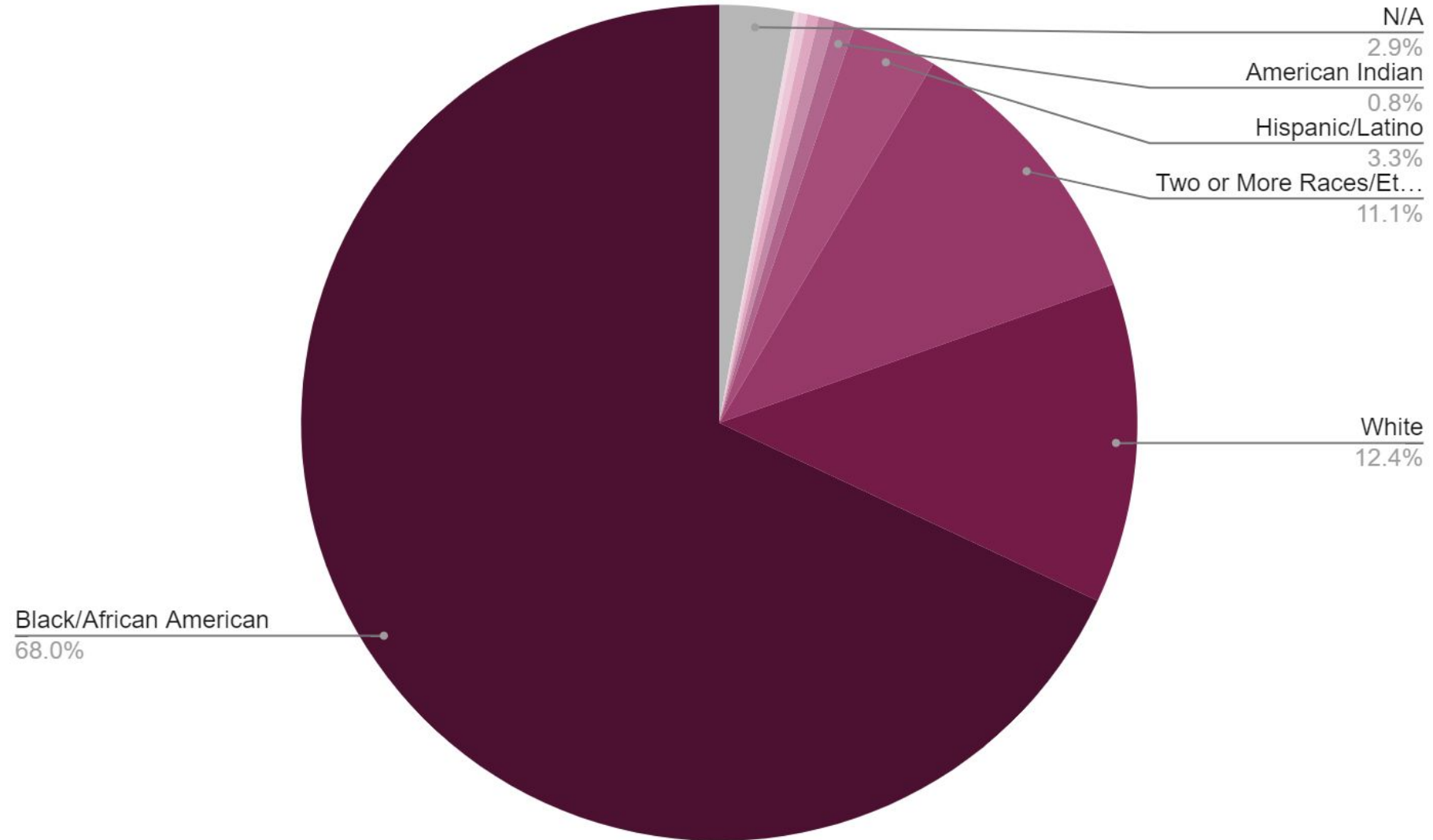
Anti-racism is an active way of seeing and being in the world, in order to transform it.

Because racism occurs at all levels and spheres of society (and can function to produce and maintain exclusionary "levels" and "spheres"), anti-racism education is necessary in all aspects of society.

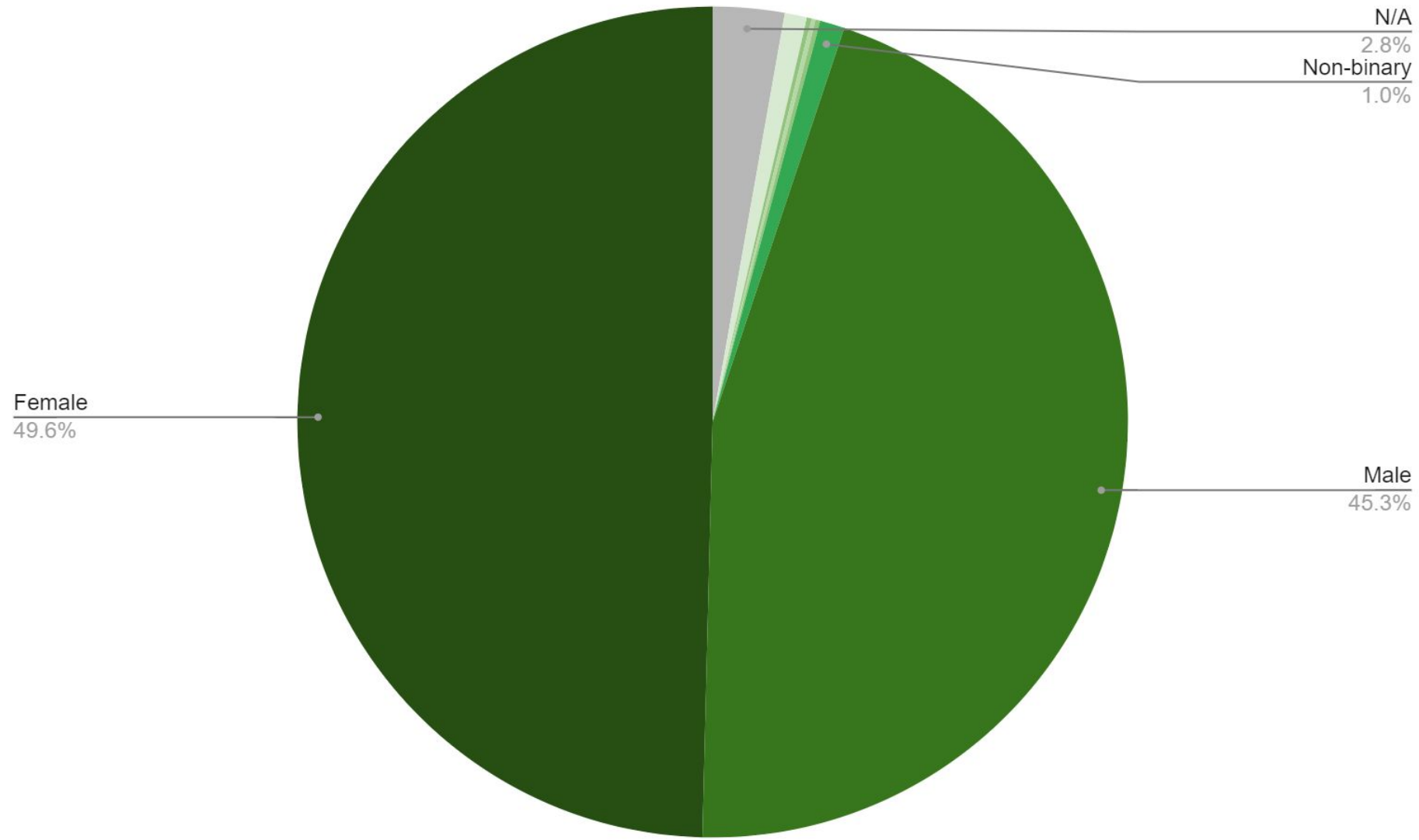
Anti-racism work requires listening with an open mind, heart and will



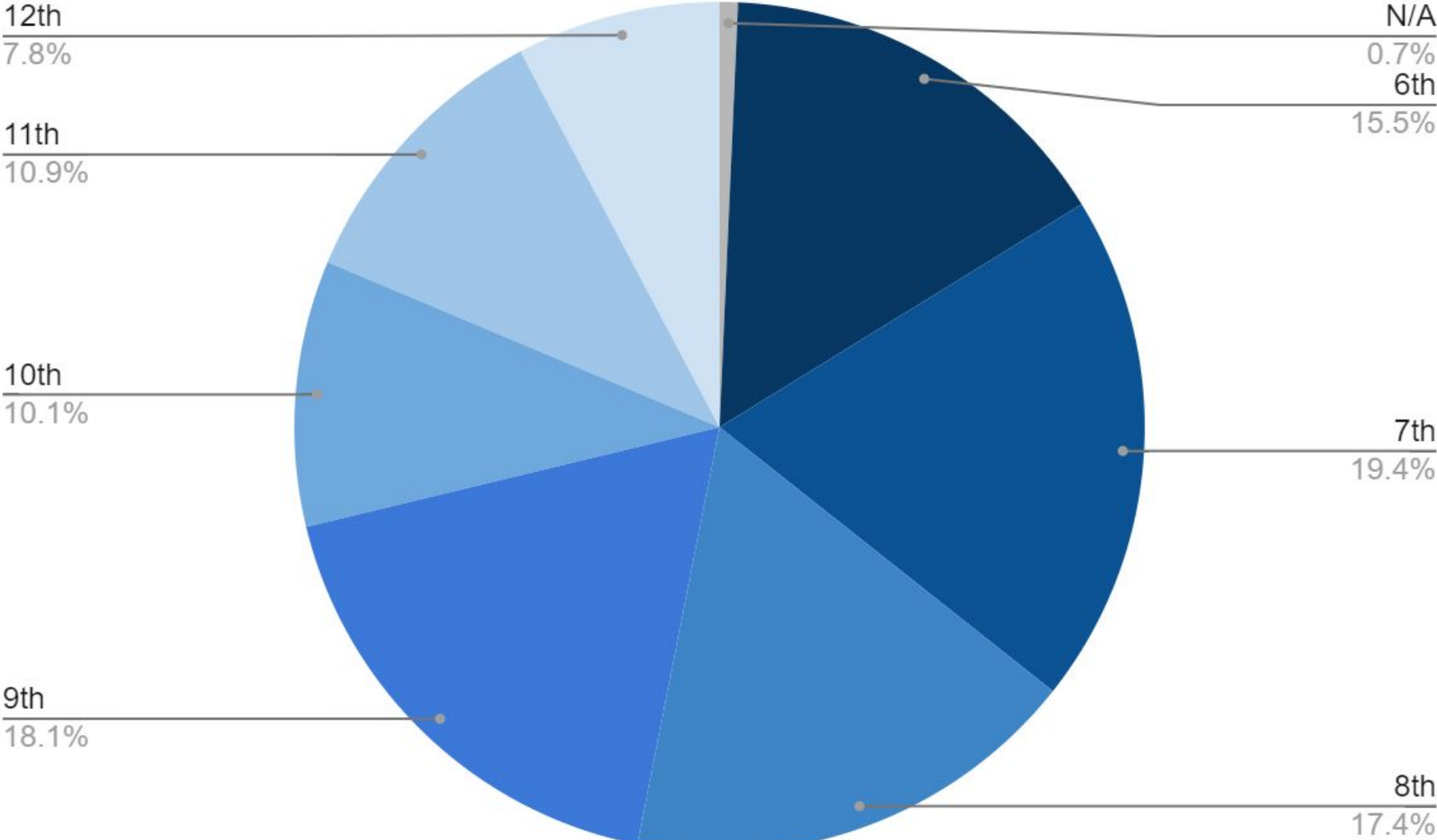
Demographic data: Race



Demographic data: Gender identity



Demographic data: Grade



Today we will:

Build the equity literacy skill of recognizing bias by:

Opening our **hearts, minds and wills** to listen to people of color speak about their experiences without the pressure of representing their race.

OPEN
MIND

Recognize
biases and inequities in self, others, curriculum, and practices.
Think→ Why is this problem happening?

Respond
to biases and inequities in the immediate term.
Think → Action

OPEN
HEART

Redress
biases and inequities in the long term.
Think→ Disrupt

Create & Sustain
a bias-free and equitable learning environment.
Think → Impact

OPEN
WILL

Apply
an equity cognitive frame to individual and institutional practices.
Think→ Continuous Improvement and Culture

Anti-Oppression principle:

To make change, the perspectives and lived experiences of people from marginalized populations must be brought to the center of discourse and prioritized.

Anti-Racist Standards/Categories

FFSD Change Team Voice: 11/12 and 12/4

1. Student and Family Empowerment and Rights	
2. Student development and progress	3. Communication, Dialogue, and Community Engagement
4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment
6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment)

1. We have to be deliberate. Our Standards should inform and/or be integrated into our Strategic Plan.
2. We are all leaders! “Leadership” is worth a standalone category instead of being integrated into “Policy and Management.”
3. Student Human Potential: In Student Personal Development and Progress include clarity about providing opportunity to help students fully develop to their human potential!
4. For Policy- For Leadership - For Engagement: Decision making must be shared by a racially diverse group; including power, privilege. We must reflect regularly how does my Race, power and privilege impact these decisions we are making.

Top 10 trends from student comments from diagnostic survey

Directions: Review the student comments one pager (linked below). Then, discuss the following prompts.

[Student comments one-pager](#)

Student Data Reflections

Groups	How did the student data and reflection expand your perspective on the student experience?	What do you plan to do differently within your role? How could you operate in a new way?
One		
Two		
Three		
Four		
Five		
Six		
Seven		

Anti-Racist Standards: Review your own and listed standards

1. Student and Family Empowerment and Rights	2. Student development and progress	3. Communication , Dialogue, and Community Engagement	4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment	6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment
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Review Student Comments and Follow Steps for Revision in Worksheet

Round 1: Student development and progress	Round 1 : Commun., Dialogue, and Community Engagement	Round 1: Leadership (to also include discipline and suspensions)	Round 1: Teaching, Learning, Curriculum, and Assessment	Round 1: Policy, Governance, Procedures, Administration	Round 1: Adult Learning and Recruitment	Round 1: Student and Family Empowerment and Rights
Round 2: Communication, Dialogue, and Community Engagement	Round 2: Leadership (to also include discipline and suspensions)	Round 2: Teaching, Learning, Curriculum, and Assessment	Round 2: Policy, Governance, Procedures, Administration	Round 2: Adult Learning and Recruitment	Round 2: Student and Family Empowerment and Rights	Round 2: Student development and progress
Round 3: Student and Family Empowerment and Rights	Round 3: Student development and progress	Round 3: Communication, Dialogue, and Community Engagement	Round 3: Leadership (to also include discipline and suspensions)	Round 3: Teaching, Learning, Curriculum, and Assessment	Round 3: Policy, Governance, Procedures, Administration	Round 3: Adult Learning and Recruitment

Final Draft- Anti-Racist Standards: Directions

Guiding Reflections:

- Based on your experience/role what should we add? Delete? Emphasize?
- Does the standard lead to liberation for students? Is the standard student-centered?
- Does the standard represent anti-racism specifically vs. equity only?
- Does the standard represent the need in the district?

Step 1: Read the standard

Step 2: Think and consider Ferg-Flor Needs/Anti-Racism/Students Data

Step 3: Given your thinking, now copy, add, or amend the standard (don't delete standards; keep or add language to them)

Ferg-Flor Draft Standard	Reflection: comments and questions	Updated Ferg-Flor Standards
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Oppression

The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Rita Hardiman and Bailey Jackson state that oppression exists when the following 4 conditions are found:

- the oppressor group has the **power to define reality** for themselves and others,
- the **target groups take in and internalize the negative messages** about them and end up cooperating with the oppressors (**thinking and acting like them**),
- genocide, harassment, and discrimination are systematic and institutionalized, so that **individuals are not necessary to keep it going**, and,
- members of both the oppressor and target groups are socialized to **play their roles as normal and correct**.

- What emotions come up for you as you think about how oppression has impacted or not your life/or not?
- How can oppression play out in an organization?
- What do you think about these four conditions of oppression? In what ways have you played into them?

Compassion as Resilience to Shame

Compassion is an important characteristic that has to be ingrained in our culture alongside anti-racism. Compassion literally means “**to suffer together.**” Do you have the ability to understand the emotional state of another person or oneself? Often confused with empathy, compassion has the added element of having a **desire to alleviate or reduce the suffering of another.** Within anti-racism, we seek to eliminate the suffering of those from marginalized groups by **dismantling the systems that create suffering.**

Sympathy vs. Empathy: Empathy is feeling <i>with</i> people, while sympathy is feeling <i>for</i> them.	The Gasp and Awe: You’re hoping a coworker is going to say “oh man, I’ve done that--it sucks! But instead, the person gasps and says, “Oh god! I would die if I did that!”
The Mighty Fall Your coworker says, “I never expected that from you. I just don’t think of you as someone who would do that.	The Block and Tackle: Your coworker is so uncomfortable with vulnerability that they scold you and say, “How did you let this happen? What were you thinking?”
The Boot and Shovel: A person who refuses to acknowledge that you can actually make mistakes or bad choices. They just say, “You’re amazing!”	If You Think That’s Bad: “The one-upper.”

Shame resilience is possible through the practice of these skills:

- Seeing the world as others see it, or perspective-taking
- Being non-judgemental
- Communicating your understanding of that person’s feelings
- Mindfulness

- When you think about those six types of empathy misses, are there one or two that shut you down?
- What emotions come up for you when your sharing meets one of these barriers, and how does this affect your connection with the person? On the flip side, how do you rate your own empathy skills?
- Are there one or two aspects of shame resistance that you want to exhibit more of?



Considerations for Creating Brave Anti-Racist Spaces: Connection & Mutual Liberation

- Listen to Gretchen share connections she's making toward shame, the assaulted sense of self, psychological safety, and vulnerability. Read Molly's quote below.
- Consider the following prompt:
 - How do you describe your own Learning Together journey this year?

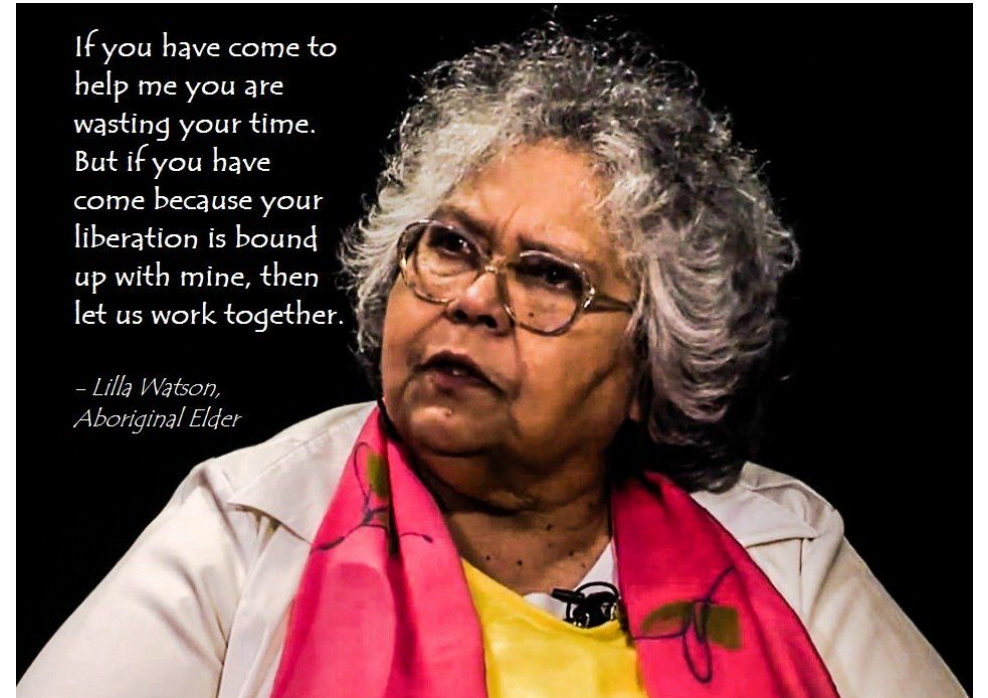
"I see the content building more deeply around individual development: building knowledge and reflecting on our identities and the concept of psychological safety; now grappling with how vulnerability, shame, courage play into our experience of our identities and how we respond to others' in different environments; and then how that affects our leadership."
Molly H



If you're having trouble viewing the video as a group, here's a bit.ly:
<http://bit.ly/2RfbEsB>

Considerations for Creating Brave Anti-Racist Spaces

- Shame is often used by dominant culture as a tool of oppression
- **No one is off the hook...**
- Even within the context of anti-oppression, people who are oppressed take up the tools of oppression/shame towards our their own liberation that ultimately work against their own interests.



Today we will reflect on how to create brave spaces through exploring the concept of oppression, shame and compassion.

Shame is the most powerful, master emotion. It's the fear that we're not good enough. Because true belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging can never be greater than our level of self-acceptance.

- Brené Brown

Our organizational focus is anti-racism.

Within the context of anti-racism, anti-racist standard 1.1 calls for:

1.1 . Our organizational leadership ensures that the organization's mission and operations align with anti-oppression principles.

Brene Brown defines *leadership as anyone who takes responsibility for recognizing the potential in people and ideas, and has the courage to develop that potential.*

Anti-Racist Standards/Categories

1. Student and Family Empowerment and Rights	
2. Student development and progress	3. Communication, Dialogue, and Community Engagement
4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment
6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment)

Group Reflection

In closing:

Are there any relationships or teams that you would like to show up differently or the same as a result of this conversation?

or...

What does this make you think about how you can apply this content to improve the brave space of your learning together group?



Program Agreement

This Program Agreement (this "Agreement") is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at 177 Huntington Ave, Suite 1703, PMB 74520, Boston, MA 02155-3153 ("ANet") and the Partner listed below ("Partner"). Each of ANet and Partner may be referred to herein individually as a "Party" or collectively as the "Parties." This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Program Description Page, and (3) the attached Standard Terms and Conditions.

Partner: Ferguson-Florissant Public Schools
Address: 8855 Dunn Road, Hazelwood, MO 63042
Phone: (314) 687-1910

Invoicing Contact: Joycelyn Pugh-Walker	Invoicing Email: jpughwalker@fergflor.org
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Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Partner hereunder.	
Program Dates: July 1, 2021 – June 30, 2022	
Fees and Payment Schedule:	
System Program Fee:	\$ <u>53,300.00</u>
School Program Fee:	\$ <u>90,000.00</u>
Total Fees:	\$ <u>143,300.00</u>
Travel Fees*:	\$ <u>5,000.00</u>
Total Payment:	\$ <u>148,300.00</u>
Payment Information:	
Fees due by November 15, 2021	\$ <u>3,875.00</u>
Fees due by December 1, 2021	\$ <u>69,712.50</u>
Fees due by January 1, 2022	\$ <u>69,712.50</u>
Travel Fees due by June 30, 2021	\$ <u>5,000.00</u>
*Travel fees listed are estimated based on 2 in-person visits for two facilitators and 1 in-person visit for one facilitator. Actual cost incurred as a result of travel completed will be billed in full at the end of the year; if additional in-person interactions are requested, travel fees will be adjusted accordingly.	

Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees that an electronic signature of a duly authorized representative constitutes a valid signature for such Party.



DocuSigned by:
PARTNER
By: *Joseph Davis*
F01F7D60383C478...
Print Name: Joseph Davis
Title: Superintendent
Date: 10/21/2021

DocuSigned by:
THE ACHIEVEMENT NETWORK, LTD.
By: *Tamoya Rose Watson*
99937D3337BE496...
Print Name: Tamoya Rose Watson
Title: Vp anti racism
Date: 11/2/2021

Program Agreement

Program Description Page

Program Description: ANet will provide:

1. SYSTEM SUPPORT

- a. New Teachers
 - i. ANet shall provide up to 1 interaction, not to exceed 1 total hour in duration. ANet will engage with New teachers with an overview of anti-racism and its application at Ferguson-Florissant.
- b. Board Training
 - i. ANet shall provide up to 1 interaction, not to exceed 9 total hours in duration. ANet will engage with Board Members to internalize and approve the anti-racist standards
- c. Non-Certified Staff District-wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change
 - i. ANet shall provide up to 4 interactions, not to exceed 8 total hours in duration. ANet will engage with Non-Certified Staff to support staff to internalize and make meaning of Ferguson-Florissant's academic priorities and connections to anti-racism.
- d. Secondary District wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change
 - i. ANet shall provide up to 4 interactions, not to exceed 8 total hours in duration. ANet will engage with Secondary staff to internalize and make meaning of Ferguson-Florissant's academic priorities and connections to anti-racism.
- e. Anti-Racist student diagnostic Assessment, Focus Groups, and Progress Updates
 - i. ANet shall provide up to 3 interactions, not to exceed 3.5 total hours in duration. ANet will engage with students to conduct Anti-Racist diagnostic assessment through surveys and district level focus groups.
 - ii. ANet shall provide comparative data from initial diagnostic and consult with District leadership to discuss progress.
- f. Self-Guided Anti-Racist Training Modules for All-Staff Access
 - i. ANet shall provide 2 self-guided modules per quarter to train and develop all-staff in building blocks and skills for actualizing anti-racist standards to impact student learning, sense of belonging student dignity, and engagement.
- g. District Change Team Support and Training
 - i. ANet shall provide up to 4 interactions, not to exceed 6 total hours in duration. ANet will engage with district Change Team to build capacity in applying anti-racist standards towards District procedures and practice.
 - ii. ANet will support, strategically expand, and train the multi-racial, multi-generational Change Team (teachers, leaders, students, families, community) to support sustainable strategy for student learning, sense of belonging, and engagement. These sessions will support the implementation of the district strategy.
- h. Leadership and Cabinet Training (ILT)
 - i. ANet shall provide up to 3 interactions, not to exceed 3 total hours in duration. ANet will engage with Principal and Principal Managers to train all district principals and designated leaders to lead implementation of district Anti-Racist standards as well as integrate other district initiatives such as distributed leadership.
- i. Anti-Racism Executive Group Coaching
 - i. ANet shall provide up to 15 interactions, not to exceed 7.5 total hours in duration. ANet will engage with the Executive Cabinet team to align on implementing district anti-racism strategy.
- j. Executive Coaching
 - i. ANet shall up to 15 interactions, not to exceed 7.5 total hours in duration, on anti-racism consulting to support application of specific anti-racism skills and knowledge toward building change leadership. The work will be grounded in the research of Peter Block and connected to Ferguson's anti-racism standards.

2. High School Based Development and Services (Per “Feeder Team” Cohort)

- a. Qualitative Review with Focus Groups
 - i. ANet shall provide up to 3 interactions per cohort, not to exceed 6 total hours in duration per cohort. ANet will engage with the school communities to gather information through conversations with small groups of each School Community.
- b. Building capacity for change through a Cohort-level Change Team
 - i. ANet shall provide up to 8 interactions per cohort, not to exceed 12 total hours in duration per cohort. ANet will engage with the School-based Leadership and Change Teams select and guide “Change Teams” that are each diverse racially, culturally, and by position in the district.
- c. Data Analysis and Developing Action Steps to Support Anti-Racist Strategy Outputs
 - i. ANet shall provide up to 1 interaction per cohort, not to exceed 2 total hours in duration per cohort. ANet will engage with the Change Teams alongside School leadership in analyzing and reflecting on data to help inform anti-racism work that will improve student learning, sense of belonging and student engagement at the school level.
- d. Cohort Customized Rollout of the Ferguson-Florissant Anti-Racist Standards
 - i. ANet shall provide up to 1 interaction per cohort, not to exceed 2 total hours in duration per cohort. ANet will engage with all support each school’s staff to collaboratively make sense of the anti-racist standards and how they can best come to life within existing frameworks and systems in their school.
- e. Anti-Racism Desktop audit: School Procedures and Practices
 - i. ANet shall provide up to 1 interaction per cohort, not to exceed 2 total hours in duration per cohort. ANet will engage with school leaders to facilitate a training to build capacity in applying District anti-racist standards towards School procedures and practice.
- f. Senior School Leader Coaching / Anti-Racism School Leadership Team Coaching
 - i. ANet shall provide up to 15 interactions, not to exceed 7.5 total hours in duration per cohort. ANet will engage with Principals and key designees for anti-racism consulting to support application of specific anti-racism skills and knowledge toward building change leadership.
 - ii. ANet shall provide 15 interactions, not to exceed 7.5 total hours in duration per cohort. ANet will engage with the school leadership teams to align on implementing district anti-racism strategy.

3. PARTNER RESPONSIBILITIES

- a. Partner will work with its information technology team to ensure that emails from ‘achievementnetwork.org’ are not blocked or filtered as spam.

4. PARTICIPATING HIGH SCHOOLS*

Innovation School	McCluer North High
McCluer High School	STEAM Academy at McCluer South Berkeley

***High schools will be in “feeder team” cohorts. McCluer North High and STEAM Academy will be in one cohort. Innovation School and McCluer High School will be in the second cohort.**

Note: Due to the current pandemic, ANet is able and prepared to provide its services virtually. ANet will take into account CDC guidance, state and local regulations and guidance, the Partner’s health and safety COVID-19 response plan, and its and the Partner’s internal policies. If the parties agree that on-site work is necessary, ANet staff will be provided with the requisite Personal Protective Equipment prior to commencing on-site work and will be instructed to follow all applicable Partner health and safety procedures. ANet reserves the right to discontinue on-site work at any time and perform such services to Partner virtually if ANet determines in good faith that cessation of on-site visits is necessary to protect the health and safety of its personnel.

Program Agreement

Standard Terms and Conditions

BACKGROUND

ANet will provide to Partner the professional services described on the Program Description Page (collectively, the “Program”).

1. THE PROGRAM

1.1 Program: ANet agrees to implement the Program for Partner during the Term. Partner agrees to commit the resources and personnel necessary to fully participate in the Program.

1.2 Use Rights: Subject to the terms of this Agreement and effective as of the Program Start Date (as defined on the Cover Sheet), ANet hereby grants to Partner the following use rights, during the Term:

(a) Resources: a non-exclusive, non-transferable license to use and reproduce in hard copy form the Resources (as defined on the Program Description Page) provided to Partner during the implementation of the Program, solely for Partner’s internal, informational purposes related to Partner’s educational mission.

1.3 Ownership; Reservation of Rights. Subject only to the rights expressly granted to Partner under this Agreement, as between ANet and Partner, all rights, title and interest in and to the Resources, and any other ANet materials furnished or made available hereunder, and all modifications and enhancements thereof, including all copyright rights, patent rights and other intellectual property rights in each of the foregoing, will remain with and belong exclusively to ANet or ANet’s licensors and providers, as applicable.

2. PARTNER MATERIALS

2.1 Partner Materials. “Partner Materials” means any and all information or materials provided to ANet by Partner in connection with the implementation of the Program.

2.2 Provision of Partner Materials. Partner agrees to provide ANet with all Partner Materials necessary or desirable for ANet to implement the Program. Such Partner Materials shall be provided promptly when requested or otherwise agreed by the Parties. Partner acknowledges that timely provision of such Partner Materials is essential to the success of the Program. Partner represents to ANet that it has all necessary rights to provide such Partner Materials to ANet.

2.3 License to Partner Materials. Subject to the terms and conditions of this Agreement, Partner hereby grants to ANet a worldwide, non-exclusive, irrevocable, assignable, royalty-free, perpetual license to use, reproduce, distribute, display and create derivative works of Partner Materials in connection with the implementation of the Program.

3. FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. All payments for fees as set forth on the Cover Sheet shall be made by Partner or, if applicable and as set forth on the Cover Sheet, by a sponsoring entity on behalf of Partner, to ANet in accordance with the payment schedule set forth on the Cover Sheet. Payments are non-refundable and cannot be pro-rated. ANet reserves the right to terminate services related to the Program and this Agreement if any payment is more than thirty (30) days past due.

4. TERM, TERMINATION

4.1 Term. Unless earlier terminated as described below, the term of the Agreement shall commence on the Effective Date and continue for the period set forth on the Cover Sheet (the “Term”).

4.2 Termination. Each Party may terminate this Agreement upon written notice in the event the other Party commits any material breach of this Agreement and fails to cure such breach within thirty (30) days after written notice of such breach.

4.3 Obligations on Termination. Upon the expiration or termination of this Agreement, Partner shall (a) cease using all ANet Resources, and (b) promptly return to ANet or, at ANet’s option, destroy, all copies of any ANet Resources in Partner’s possession or control.

4.4 Survival. The following Sections shall survive any expiration or termination of this Agreement: Sections 1.2(a), 1.3, 2.3, 3, 4.3, 5, 7, 8, 9, 10, 11 and 12.

5. CONFIDENTIALITY

5.1 Confidential Information.

(a) Definition: “Confidential Information” means any and all information or data, regardless of whether it is in tangible form, disclosed orally or in writing, by either Party

(the “Disclosing Party”) to the other Party (the “Receiving Party”), (a) that the Disclosing Party has identified as confidential or proprietary (either orally or in writing), and (b) such information which is reasonably understood by a reasonable person to be confidential or proprietary information of the Disclosing Party; provided, however, that in any event ANet’s Confidential Information shall include (i) all information relating to the Program, including without limitation the Resources, and (ii) the terms of this Agreement, including without limitation pricing information.

(b) *Exclusions*: Information and data will not be deemed “Confidential Information” if such information: (i) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (ii) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (iv) is independently developed by the Receiving Party without use of or reference to the Disclosing Party’s Confidential Information.

(c) *Obligations*: The Parties shall use reasonable measures to protect the secrecy of, avoid disclosure and unauthorized use or reproduction of the other Party’s Confidential Information. Without restricting or otherwise limiting the exercise by a Party of the rights and licenses expressly granted to it under this Agreement, Confidential Information may be disclosed to only (1) such employees and consultants of the Parties as may have a need to know such information in connection with the exercise of its rights and performance of its obligations under this Agreement, and (2) legal or financial advisors of the Parties, provided that such employees and consultants are bound by written agreements, and advisors are bound by ethical duties, in each case respecting such Confidential Information in accordance with the terms of this Section 5.1.

6. REPRESENTATIONS, WARRANTIES AND EXCLUSIONS

Representations and Warranties. ANet represents and warrants to Partner that ANet shall implement the Program in a professional and workmanlike manner. Each Party represents and warrants to the other Party that such Party has the required rights, power and authority to enter into this Agreement and to grant all rights, authority and licenses granted hereunder.

7. INDEMNIFICATION

7.1 Indemnification by ANet. ANet shall defend at its expense any claim, suit or proceeding (each, a “Claim”) brought against Partner by any third party to the extent such Claim is based upon a claim that Partner’s proper use of the any ANet Resources in accordance with the terms of this Agreement infringes such third party’s rights under any United States patent or copyright, and ANet shall pay all costs and damages finally awarded against Partner by a court of competent jurisdiction as a result of any such Claim. If Partner’s proper use of the ANet Resources in accordance with the terms of this Agreement constitutes or in ANet’s opinion might be held to constitute infringement as set forth above, ANet may, at its option, (a) modify the ANet Resources, as applicable, so as to avoid infringement or misappropriation; (b) procure the right for Partner to continue to use the ANet Resources; or (c) terminate the Agreement and provide to Partner a refund of the prorated fees. The foregoing indemnity shall not apply to any Claim based upon or arising from any use of ANet Resources outside the scope of this Agreement or in a manner for which it was not designed.

7.2 Additional Terms. The foregoing obligations in this Section 7 are subject to the Party that is seeking indemnification (a) promptly notifying the other Party in writing of such Claim; (b) promptly giving the other Party the right to control and direct the investigation, preparation, defense and settlement of such Claim; and (c) giving assistance and full cooperation for the defense of same.

8. LIMITATION OF LIABILITY

UNDER NO CIRCUMSTANCES AND UNDER NO LEGAL THEORY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, SHALL ANET BE LIABLE TO PARTNER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES OF ANY CHARACTER, INCLUDING, WITHOUT LIMITATION, DAMAGES FOR LOSS OF GOODWILL, LOST PROFITS, LOST SALES OR BUSINESS, WORK STOPPAGE, COMPUTER FAILURE OR MALFUNCTION, LOST DATA, OR FOR ANY AND ALL OTHER DAMAGES OR LOSSES, EVEN IF ANET HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. ANET SHALL NOT BE LIABLE FOR ANY DAMAGES, COSTS, OR LIABILITIES IN EXCESS OF THE FEES PAID OR PROPERLY PAYABLE BY PARTNER UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTHS PRECEDING THE TIME OF ANY CLAIM.

9. NON-SOLICITATION

During the Term and for one year thereafter, each

Party agrees not to solicit, entice or persuade any employee or consultant of the other Party to leave the services of such other Party, provided that the foregoing shall not prevent any Party from employing or engaging such an employee who is responding to a general recruiting solicitation. Without limiting the foregoing, in the event that either Party plans on engaging or employing any person that such Party knows is or was an employee or consultant of the other Party during the Term, such Party must provide prior written notice to the other Party.

10. PUBLICITY

10.1 ANet shall be entitled to (a) identify Partner as a customer of ANet, (b) use Partner's name in any marketing, promotional or sales literature, or in any other form of publicity, and (c) publicize, by news release or other public announcements, the existence of an arrangement between the Parties.

10.2 Partner hereby grants permission to take photographic, audio and video recordings of Partner employees, contractors and consultants during sessions with Partner and Partner and Network events. ANet will use such photographic, audio and video recordings only for the purposes of education, professional learning, advertising, promotion, marketing, and/or public relations. Partner waives any right to royalties or other compensation arising or related to the use of such images and recordings. Partner represents that it has all necessary rights to grant such permission to ANet including having acquired all related and necessary consents from its employees, contractors and consultants.

11. DISPUTES

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, shall be settled as follows: Partners of the senior management of both Parties shall meet to attempt to resolve such disputes. If a dispute cannot be resolved within ten (10) business days, either party may make a written demand for mediation. Within thirty (30) days after such written notification, the parties shall meet for one (1) day with an impartial mediator. The costs and expenses of the mediator shall be shared equally by the parties. If the dispute is not resolved by mediation, the dispute shall be settled by binding arbitration conducted in accordance with the JAMS procedures pursuant to its Streamlined Arbitration Rules and Procedure, by a single arbitrator, in Boston, Massachusetts. The arbitrator shall be selected as provided in the Streamlined Arbitration Rules and Procedure. The arbitrator may not award non-monetary or equitable relief of any sort. The arbitrator shall have no power to award damages inconsistent with this Agreement. No discovery shall be permitted in connection with

the arbitration unless it is expressly authorized by the arbitrator upon a showing of substantial need by the Party seeking discovery. All aspects of the arbitration shall be treated as confidential. Neither the parties nor the arbitrator may disclose the existence, content or results of the arbitration, except as necessary to comply with legal or regulatory requirements. Before making any such disclosure, a Party shall give written notice to all other parties and shall afford such parties a reasonable opportunity to protect their interests. The result of the arbitration shall bind the Parties, and judgment on the arbitrator's award may be entered in any court having jurisdiction. Each Party shall bear its own costs of the arbitration. The fees and expenses of the arbitrator shall be shared equally by the Parties.

12. GENERAL

12.1 Relationship. Nothing in this Agreement shall be construed to place the Parties in an agency, employment, franchise, joint venture, or partnership relationship. Neither Party will have the authority to obligate or bind the other in any manner.

12.2 Governing Law, Jurisdiction. All disputes, claims or controversies arising out of this Agreement, or the negotiation, validity or performance of this Agreement, or the transactions contemplated hereby shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without regard to its rules of conflict of laws. Subject to and without limiting this Agreement, each of the Parties hereto hereby irrevocably and unconditionally consents to submit to the sole and exclusive jurisdiction of the courts of the Commonwealth of Massachusetts and of the United States of America located in the Commonwealth of Massachusetts for any litigation among the Parties hereto arising out of or relating to this Agreement pursuant to Section 12.9.

12.3 No Assignment. Neither Party may assign this Agreement, in whole or in part, or, in the case of Partner, sublicense any of the rights granted herein, in each case without the prior written consent of the other Party, provided, however, that either Party (the "Assigning Party") may assign this Agreement without the written consent of other Party to an entity succeeding to all or substantially all the assets and business of the Assigning Party by merger or purchase, provided that such entity expressly assumes all of the terms and conditions of this Agreement. Any attempted assignment, delegation or transfer by an Assigning Party in violation hereof shall be null and void. Subject to the foregoing, this Agreement shall be binding on the Parties and their successors and assigns. For clarity, ANet may subcontract any of its obligations hereunder to a third party.

12.4 Severability. In the event that any provision of this Agreement is found to be unenforceable, such provision will be reformed only to the extent necessary to make it enforceable, and such provision as so reformed (and all other provisions) will continue in effect, to the extent consistent with the intent of the Parties as of the Effective Date.

12.5 Force Majeure. ANet shall not be deemed in breach hereunder for any cessation, interruption or delay in the performance of its obligations due to causes beyond its reasonable control, including, without limitation, earthquake, flood, or other natural disaster, act of God, pandemics or any public health crisis, labor controversy, civil disturbance, terrorism, war (whether or not officially declared) or the inability to obtain sufficient supplies, transportation, or other essential commodity or service required in the conduct of its business, or any change in or the adoption of any law, regulation, judgment or decree.

12.6 Amendment; Waiver. This Agreement may not be amended or modified, in whole or part, except by a writing signed by duly authorized representative of both Parties. No provision or part of this Agreement or remedy hereunder may be waived except by a writing signed by a duly authorized representative of the Party making the waiver. Failure or delay by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision.

12.7 Notices. All notices under or related to this Agreement will be in writing and will reference this Agreement. Notices will be deemed given when: (i) delivered personally; (ii) sent by confirmed telecopy or other electronic means; (iii) three (3) days after having been sent by registered or certified mail,

return receipt requested, postage prepaid; or (iv) one (1) day after deposit with a commercial overnight carrier, with written verification of receipt. All communications will be sent to the addresses set forth on the Cover Sheet or such other addresses designated pursuant to this Section 12.7.

12.8 Entire Agreement. This Agreement constitutes the entire agreement between the Parties. It supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter, and prevails over any conflicting terms or conditions contained on printed forms submitted with purchase orders, sales acknowledgments or quotations.

12.9 Remedies. Each Party retains all rights not expressly granted hereunder and any and all remedies herein expressly conferred upon a Party will be deemed cumulative with and not exclusive of any other remedy conferred hereby, or by law or equity upon such Party, and the exercise by a Party of any one remedy will not preclude the exercise of any other remedy available under this Agreement or otherwise. Because a breach of any obligations set forth in Sections 5 (Confidentiality) and 9 (Non-Solicitation) will irreparably harm a party and substantially diminish the value of a Party's proprietary rights or its Confidential Information, the Parties agree that if either Party believes in good faith that the other Party has or intends to breach any of its obligations thereunder, the other Party shall, without limiting its other rights or remedies, be entitled to seek equitable relief (including, but not limited to, injunctive relief) to enforce its rights hereunder, including without limitation protection of its proprietary rights. The Parties agree that a Party need not invoke the procedures set forth in Section 11 in order to seek injunctive or declaratory relief.



Renewal of Services Letter

May 7, 2021

To Ferguson-Florissant School District:

This letter and the attached renewal proposal seeks renewal of services for School Year 21-22 from Achievement Network (ANet) related to the FFSD Professional Development for Social Justice for Anti-Racist Schools that launched in School Year 20-21. The attached discusses objectives, progress, qualifications, and offers recommendations and options for 21-22 services.

Achievement Network (ANet) is a nonprofit dedicated to providing all students, regardless of circumstance, with a high-quality education. We define a high-quality education as one that ensures students master grade-level content, setting them up for success in college and career. We believe the key to providing a high-quality education for students begins with robust instructional materials and a strong school leadership team. Founded in Boston in 2005 by a group of school leaders, ANet has over 15 years of experience supporting schools and districts in delivering data-driven, high-quality instruction. ANet partners with schools and districts across 29 states and the District of Columbia. In 2020-21, we are supporting nearly 800 schools and over 100 systems across the county in implementing coherent instructional systems at every level.

ANet's contact person for contractual negotiations, administration and arranging an oral presentation is:

Renee Cattaneo
Director, Procurement
203-980-6607
rcattaneo@achievementnetwork.org

Ferguson-Florissant School District (FFSD) is poised to be a model for dismantling systemic racism in education. As outlined in this proposal, the creation and integration of the district's proposed anti-racist standards will serve as the foundation on which instructional change occurs that impacts student learning, sense of belonging, and engagement. ANet's partnership with FFSD will deepen leadership capacity in support of the district's vision of eliminating racial disparity in achievement levels by Race, while improving student learning and achievement for all. Our partnership will be grounded in anti-oppression principles, racial consciousness and anchored in student voice, as we work together towards a greater sense of belonging and improved outcomes for all students.

Sincerely,

Kimberly Cockrell
Chief Partnership Officer

Organization Information

Legal Name - The Achievement Network, Ltd.

Address - 177 Huntington Ave Ste 1703, PMB 74520, Boston, MA 02115-3153

Website - www.achievementnetwork.org

Phone - (617) 725-0000

Organization Ownership - 501(c)3 nonprofit governed by a board of directors

Tax Classification - Non-profit Corporation / C Corporation / 501(c)3



**Achievement Network (ANet)
Proposal for Renewal Services for 21-22**

**Professional Development for Social Justice for Anti-Racist
Schools**

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Introduction

About ANet

Founded in 2005, ANet is a nonprofit dedicated to creating **educational equity** for all students. We work towards educational equity by partnering with school and district leaders to support great teaching - teaching that is grounded in standards, shaped by data, and built upon the successful practices of educators across the country.

A key element of ANet's work to increase educational equity is our awareness that inequities persist along the lines of race, culture, socio-economics, and privilege. ANet aims to take actions grounded in this awareness to deepen our partnerships with schools because we believe every student deserves opportunity in life. Founded over 15 years ago, ANet has a long tradition of supporting schools in increasing educational equity in schools across the country. Nationally, ANet works alongside nearly 800 school partners and over 100 district and charter management organization (CMO) partners across 29 states and the District of Columbia.

While most education reform focuses on the achievement gap, ANet has a dual focus on educational excellence and anti-racism to ensure more equitable outcomes for all students. Our work is different because it dismantles the racist systems and structures endemic to our education system by addressing the root causes. We do not believe in a one-size fits all approach and recognize that each community is unique. Because of this, we work alongside our partners to understand their specific contexts and work with them to design solutions specific to their needs. We center on the experiences of the most marginalized students and create sustainable change by training partners to lead their own change.

When you, the Ferguson-Florissant School District, an epicenter of our national racial reckoning, focused on racial equity and racial healing, you chose ANet to guide your work . You have indicated trust in us because you are aware we have done this work ourselves within our organization. Through our own journey over the last eight years, we put practices, structures and policies in place that led to systemic organizational change towards becoming an anti-racist organization. This work permeates every aspect of our organization including our partner work. We have almost 16 years of deep experience working alongside hundreds of schools and districts to ensure all students have access to an excellent education. We help partners in underserved communities boost student learning with equitable teaching strategies built on the successful practice of educators around the country. We work closely with experts and industry leaders such as Student Achievement Partners, The Center for Culturally Responsive Teaching and Learning and an association of Black psychologists, to inform our practices.

It's the combination of our track record for educational equity alongside our anti-racism learning and development--at both the individual and system-level--that uniquely positions us to work within complex systems to bring about educational equity for all students. Both our internal and external work is led by our Anti-Racism and Culture Team, a racially and ethnically diverse coalition of educators who represent the communities we serve. The cornerstone of the team's work is establishing a multi-racial, multi-generational Change Team of community stakeholders and supporting them in developing realistic solutions tailored to their needs.

Dismantling the racist systems endemic to our national structures is the only way to recognize the basic humanity, ensure safety, and realize the potential of every Black and Brown child and adult. As protests have spread throughout our country, we stand in solidarity with communities of color because our liberation is wrapped up in their liberation. We have been on an anti-racist journey, doing the effortful learning over the past several years and this is the moment to put our learning into practice by showing up for each other and

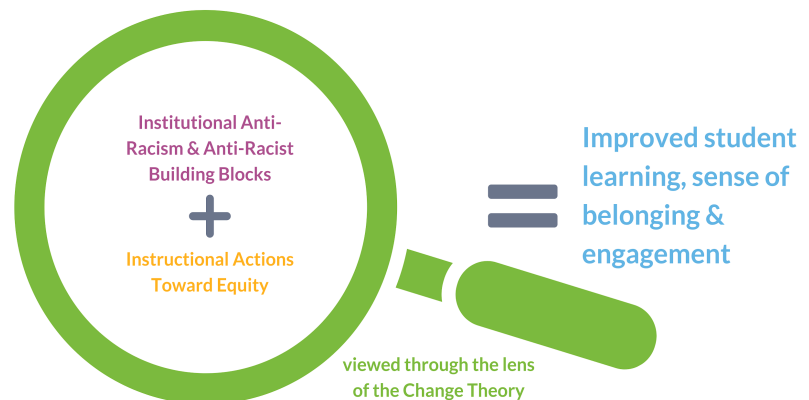
for our partners in a way that reflects our anti-racism standards and policy. As educators, our work in equity and anti-racism demands that we look not only at these systems, but at ourselves. We must take bold action to ensure access to equitable instruction for Black and Brown students, families, educators, and communities.

ANet believes:

- All forms of oppression prevent racially marginalized students from experiencing educational equity.
- Racism and other forms of oppression have prevented and continue to prevent students from racially marginalized communities from experiencing educational equity.
- Students living in poverty, students from racially marginalized communities are at risk for lowered expectations due to the effects of systemic oppression, white dominant culture, and unconscious biases.
- Access to high-quality, equitable education for all students is a matter of justice.
- In order to achieve equitable instruction, we must recognize, respond, and provide support and resources consistent with anti-oppression principles.
- When given access to standards-aligned, culturally diverse curricula and assessments, paired with educators who believe in and provide consistent high-quality instruction, students in marginalized groups can achieve at a high level.

ANet’s Anti-Racism Theory of Action

Traditional education reform focuses on treating the symptoms of inequity without addressing the root cause. Only looking at the so-called “achievement gap” results in short-term solutions that leave systemic racism in place. Instructional actions toward equitable instruction like focusing on standards and data are necessary, but not sufficient. From our experience, we find there are numerous school districts that embrace diversity, equity, and inclusion work but lack the expertise to apply an anti-racism lens to their programming/instruction and internal processes which can inadvertently cause harm to students and communities of color, resulting in a “we know what’s best for you,” mentality that is undermining and ineffective.



In order to empower students, it’s therefore important to not only work towards instructional equity, but also couple that work with developing a racial equity roadmap. Our Anti-Racist Theory of Action is grounded in the philosophy that institutional anti-racism must address both relationship and technical aspects of change theory. Grounded in this theory, our work supports school teams in building their [equity literacy skills](#) so they are equipped to recognize, respond to and redress bias while building the structures to sustain anti-racism work over time.

ANet is uniquely positioned to deliver professional development for social justice to educators across the Ferguson-Florissant School District for three primary reasons:

ANet has successfully partnered with Ferguson-Florissant School District in 20-21 for year 1 of proposed 3 year plan where the project objectives include:

<u>PRIORITIZED</u> objectives for year 1 Ferguson-Florissant and ANet Partnership (2020-2021)	
1.	Leadership team has built a guiding coalition
2.	Staff demonstrate and sustain a sense of urgency around working toward anti-racism
3.	Change Team members produce a set of anti-racist standards
4.	Students have an opportunity to voice their academic experiences as they relate to race
<u>ADDITIONAL</u> objectives for year 1 Ferguson-Florissant and ANet Partnership (2020-2021)	
5.	Leadership team has baseline knowledge of strengths and weaknesses of the district and knowledge, skills, and abilities that individuals need to build around anti-racism
6.	Leadership team begins to apply anti-racist standards to how their district operates
7.	Leadership team has made progress within the anti-racist building blocks based on the identified priorities
8.	Staff gain common language and principles around anti-racism
9.	Staff gain better understanding of their implicit and explicit biases as they self-reflect on their identities
10.	Staff begin to not only recognize, but also respond to biases
11.	Change team members have built their opinions of assets and barriers for anti-racism work within their own context of school influence
12.	Students have agency to shape and guide the anti-racist standards and anti-racist development for staff

In partnership with Ferg-Flor, ANet has achieved results on this project in 20-21

In addition to the results detailed below, local to FFSD, this year’s partnership results around Professional Development for Social Justice for Anti-Racist Schools are as follows:

<u>PRIORITIZED</u> objectives for year 1 Ferguson-Florissant and ANet Partnership (2021-2021)	Progress status
2. Leadership team has built a guiding coalition	Substantial Progress
3. Staff demonstrate and sustain a sense of urgency around working toward anti-racism	Substantial Progress
4. Change Team members produce a set of anti-racist standards	Substantial Progress
5. Students have an opportunity to voice their academic experiences as they relate to race	Substantial Progress

<u>ADDITIONAL</u> objectives for year 1 Ferguson-Florissant and ANet Partnership (2021-2021)	Progress Status
6. Leadership team has baseline knowledge of strengths and weaknesses of the district and knowledge, skills, and abilities that individuals need to build around anti-racism	Substantial Progress
7. Leadership team begins to apply anti-racist standards to how their district operates	Ongoing
8. Leadership team has made progress within the anti-racist building blocks based on the identified priorities	Ongoing
9. Staff gain common language and principles around anti-racism	Substantial Progress
10. Staff gain better understanding of their implicit and explicit biases as they self-reflect on their identities	Substantial Progress
11. Staff begin to not only recognize, but also respond to biases	Ongoing
12. Change team members have built their opinions of assets and barriers for anti-racism work within their own context of school influence	Ongoing
13. Students have agency to shape and guide the anti-racist standards and anti-racist development for staff	Substantial Progress

Based on the progress that Ferguson has made below is the recommendation for partnership 2021-2022 school year

A. Proposed Statement of Work for Renewal Year 22-21

This year's work was focused on district support to provide the foundation for school implementation. Our proposal is in support of continuing the district support as well as working to support implementation of the district strategy at the school level.

Proposed Services for 21-22 Renewal Year

Session Title	Session Details
AR Full Model for System Level Services	
SYSTEM LEVELS	
District wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change September 2021	ANet will support staff to internalize and make meaning of Ferguson-Florissant's anti-racism standards and how they will directly apply to change leadership for impacting school change. <ul style="list-style-type: none"> • Audience: All Staff • Logistics: 4 - 90 minute sessions + 30 minutes team collaboration time (2 facilitators)
Anti-Racist diagnostic Assessment, Focus Groups, and Progress Updates October 2021, April 2022	ANet will conduct two Anti-Racist diagnostic assessments through surveys and district level focus groups, thereby providing comparative data from initial diagnostic and consult with District leadership to discuss progress <ul style="list-style-type: none"> • Audience: All Staff and District Leadership • Logistics: 1 - 90 min session + 60 minutes for each focus group (expecting 4 groups)
Anti-Racist Training November-February	ANet will train and develop All-staff in building blocks and skills for actualizing anti-racist standards to impact student learning, sense of belonging student dignity, and engagement <ul style="list-style-type: none"> • Audience:- All Staff • Logistics: 4- 90 minute sessions
District Change Team Support and Training (Dates TBD)	ANet will facilitate a training for District leaders to build capacity in applying anti-racist standards towards District procedures and practice. ANet will support, strategically expand, and train the multi-racial, multi-generational Change Team (teachers, leaders, students, families, community) to support sustainable strategy for student learning, sense of belonging, and engagement. These sessions will support the implementation of the district strategy.

High School Based Development and Services	
Qualitative Review with Focus Groups September 2021	Additional information gathering opportunities through conversations with small groups of each School Community. The report from focus groups will inform school level strategy. <ul style="list-style-type: none"> ● Audience - School Community ● Logistics - 2 hours per school, 3 meetings per school, 2 facilitators,
Building capacity for change through a School level Change Team September 2021	ANet will work with each school leadership to select and guide “Change Teams” that are each diverse racially, culturally, and by position in the district. This enables the each school to have support to implement FFSD Anti-Racist Standards. <ul style="list-style-type: none"> ● Audience - School-based Leadership and Change Teams ● Logistics - 8 - 90 min sessions per school, 2 facilitators
Data Analysis and Developing Action Steps to Support Anti-Racist Strategy Outputs September 2021	ANet will work alongside School leadership in analyzing and reflecting on data to help inform anti-racism work that will improve student learning, sense of belonging and student engagement at the school level. <ul style="list-style-type: none"> ● Audience - Change Team ● Logistics - 2 hours per school, 2 facilitators
School Customized Rollout of the Ferguson-Florissant Anti-Racist Standards November 2021	ANet will support each school’s staff to collaboratively make sense of the anti-racist standards and how they can best come to life within existing frameworks and systems in their school. <ul style="list-style-type: none"> ● Audience - All School Staff ● Logistics - 1- 2 hours per school, 2 facilitators
Anti-Racism Desktop audit: School Procedures and Practices January 2021	ANet will facilitate a training for School leaders to build capacity in applying District anti-racist standards towards School procedures and practice. <ul style="list-style-type: none"> ● Audience - School Leaders ● Logistics - 2 hours, 3 facilitators
Senior School Leader Coaching Anti Racism School Leadership Team Coaching July -June 2022 Biweekly	ANet will provide anti-racism consulting to support application of specific anti-racism skills and knowledge toward building change leadership. The work will be grounded in the research of Peter Block and connected to Ferguson’s anti-racism standards. <ul style="list-style-type: none"> ● Audience: Principal and Key Designee ● Logistics: 20 - 30 minute sessions <p>ANet works alongside the School leadership team to align on implementing district anti-racism strategy.</p> <ul style="list-style-type: none"> ● Audience: School Leadership Team ● Logistics: 20 - 30 minute sessions

Pricing for Proposed Services for 21-22 Renewal Year

Systems Support	
Anti-Racism Strategic Planning and Implementation Support	\$75,000
School Support	
Site-Level Anti-Racism Implementation Support (4 High Schools)	180,000 (\$45,000 per school)
Total	255,000

Year 3 - Draft Project Schedule

Expanding Change Teams to Remaining Schools in the District

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in the remaining schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Continuation - Implementing the Standards

ANet will continue to support the Change Team in implementing the anti-racism standards. This support will include regularly-scheduled meetings with the Change Team to monitor progress toward meeting their goals. The implementation and execution plan will focus on one or two standard areas each year, covering all standard areas over five years.

We have been on an anti-racist journey, doing the effortful learning over the past several years and this is the moment to put our learning into practice by showing up for each other and for our partners in a way that reflects our [anti-racism standards](#) and [policy](#). ANet believes:

- All forms of oppression prevent marginalized students from experiencing educational equity.
- Racism and other forms of oppression have prevented and continue to prevent students from racially marginalized communities from experiencing educational equity.
- Students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual-emergent are at risk for lowered expectations due to the effects of systemic oppression, white supremacy culture, and unconscious biases.
- Access to high-quality, equitable education for all students is a matter of justice.
- In order to achieve equitable instruction, we must recognize, respond, and provide support and resources consistent with anti-oppression principles.
- When given access to standards-aligned, culturally diverse curricula and assessments, paired with educators who believe in and provide consistent high-quality instruction, students in marginalized groups can achieve at a high level.
- The same systems and beliefs of oppression that impact students do not stop at the schoolhouse door and may directly impact employee experience in our organization.

As educators, our work in equity and anti-racism demands that we look not only at these systems, but at ourselves. We believe that we must take bold action to ensure justice for all students, families, educators, and communities especially our most marginalized..

B. Basic Information

Organization Information

Legal Name - The Achievement Network, Ltd.

Address - 177 Huntington Ave Ste 1703, PMB 74520, Boston, MA 02115-3153

Website - www.achievementnetwork.org

Phone - (617) 725-0000

Organization Ownership - 501(c)3 nonprofit governed by a board of directors

Tax Classification - Non-profit Corporation / C Corporation / 501(c)3

C. References

Kevin Hampton

- Executive Director of Communications and Marketing
- Ferguson-Florissant School District
- khampton@fergflor.org

Dr. Jana Parker

- Deputy Superintendent of Instructional Services
- Ferguson-Florissant School District
- japarker@fergflor.org

Kevin Bennett

- ACA Chief Equity and Impact Officer
- Ascension Catholic Academy
- kbennett@acamn.org

Robin Parker

- Executive Director
- Beyond Diversity Resource Center
- rparker@beyonddiversity.org

D. Vendor Personnel Profile

The following personnel will provide service to Ferguson-Florissant School District and deliver high-quality professional development and coaching around anti-racism and social justice. ANet will also draw support from Dr. Sean Haley of the Haley Responsiveness Education Corporation to share his expertise in anti-racist training and cultural responsive education. Dr. Haley's bio is also listed below. See the Appendix for attached resumes of all personnel listed.

Personnel and Qualifications

Brod Boxley - *Managing Director, ANet Equity & Network Strategy*



Brod coaches System Leaders, District Staff, and Anti-Racist Organizational Change Team in Minneapolis and Ferguson. This includes coalition building, learning-design; and empowerment for individual and institutional change. Internally, he leads racial caucuses and advises ANet on incorporating anti-oppression into our work alongside schools and districts. Previously, Brod consulted on school turnarounds and improvement projects; co-led large complex equity efforts at Educational Testing Service; and he was also a school administrator for seven years. He has a Math degree, held an Institute for Educational Leadership Fellowship, and received a Doctorate of

Education in Organizational Leadership from the University of Pennsylvania.

Some of his past work has included:

- Central District Leadership Coaching; School District of Philadelphia, NJ
- Network Turnaround; NJ Dept of Education for Shabazz High School. Newark NJ
- Bias reduction training; National Board for Professional Teaching Standards.
- Equitable Math Practices; The Education Trust, Washington, DC.
- Founding design of Middle School; Boys Latin of Philadelphia School, Philadelphia, PA
- Citywide Black Male Mentoring Consortium: Urban Youth Racing School, Philadelphia, PA,
- Urban High School Achievement Incentives; A's for J's; Jordan Brand, NY, New York.
- Equitable Instructional Leadership Coach; , Great Oaks Legacy Charter School, Newark, NJ
- Equitable Instructional Leadership Coach; District 4, NYC Department of Education.
- Equitable Instructional Leadership Coach; Scholar Academies, Wash. DC and NJ
- Professional Learning for Equitable Instruction; Delaware Department of Education

Marie Kodama - *Senior ELA Content Specialist & member of ANet's anti-racism and culture team.*



Marie designs formative standards and curricula aligned assessments while centering on equity by leading a bias and sensitivity review process and multi-year strategy to diversify racial, gender, disability, and socioeconomic representation in texts. Before coming to ANet, Marie applied her expertise in the design, collection, and analysis of data by conducting research on implementation of peace education and bias in social studies education. Marie has also taught English as a second language in Boston and in Japan and South Korea. She received her Bachelors in Social Studies from Harvard University and a Masters in International Comparative Education from Stanford

University.

Some of her past work has included:

- Devising history curriculum for Stanford Program on International and Cross-Cultural Education (SPICE)
- Devising and implementing ELA curriculum for the Geochang Public School District in Korea
- Conducting field research in Chigasaki Public School District in Japan, which was funded by competitive grants including the Reischauer Institute for Japanese Studies (given additional

- support as the top applicant) and which led to a manuscript that was awarded the Noma-Reischauer Prize
- Directing program operations for Boston Refugee Youth Enrichment, an afterschool and summer program in Boston, Massachusetts

Tony Plunkett - *Managing Director, Communication, Culture, and Anti-Racism*



Tony works to support the ANet program team in pursuit of its equity-focused goals with a focus on communications and content. Before coming to ANet, Tony worked as a teacher in New York City public schools and nonprofits as well as in assessment-focused roles at the district and state level in New York and Tennessee. Tony helped to lead the team that led the largest teacher-led training in Tennessee history. He received a B.A. in History from Brown University and a Masters in Elementary Education from Pace University.

Tamoya Rose-Watson - *Vice President, ANet Equity and Anti-Oppression*



Tamoya will serve as the Project Lead for our work with PPS. Tamoya is an activist with a history of influencing power and policies. As VP of Anti-Racism and Culture, Tamoya pioneered anti-racism work at ANet and supported ANet’s model for educational equity. She led the development and training of the Anti-racist Organizational Change Team as well as the development of anti-racist standards and policy at ANet. Tamoya has also managed the creation and rollout of ANet’s anti-racist service offering and is currently steering it through the R&D process. She has also led caucus spaces and managed both internal and external communication related to anti-racist work.

Some of her past work has included:

- Expeditionary Learning district wide training and coaching implementation
- District wide Common Core Standards training and development in ELA in Tennessee
- Anti-racism executive coaching in Ferguson, Minneapolis, curriculum associatives
- Development of ANet’s anti-racist theory of action
- Equitable Instructional Leadership coaching in various schools in Newark NJ and Nashville TN
- Developed and supported ANet’s educational equity integration towards instructional coaching
- Designed and implemented children’s programming in orphanages in Ukraine and Jamaica

Grace Gutierrez - *Director of School Support*



Grace has 30+ years in education as a classroom teacher, assistant principal, principal, and consultant. Prior to joining ANet, she worked with McREL International implementing principal evaluation systems across the state of Texas. She has served as a college instructor for new teacher educators and has served as an instructional coach for multiple districts across the U.S and internationally. Dr. Gutierrez received her B.A. in history from the University of Texas-Austin, an M.A. in Applied Behavioral Science for Systems Consulting from Bastyr University, and her Ph.D. in leadership studies from Gonzaga University. Her specialty is organizational change leadership

Some of her past work has included:

- Leadership coach for Department of Defense Education Activity; Sasebo Japan, Wiesbaden Germany, West Point, and various campuses in the Southeastern US

- Regional Education Lab's executive research and development efforts in the Pacific region to develop and deliver materials and training to multiple principals and teachers in the Federated States of Micronesia.
- Delivering customized consultation services and professional development to multilevel staff.
- Wrote concept papers and training materials. Publications include: Early Reading: American Samoa and the Republic of the Marshall Islands; Interpersonal, Intrapersonal Competencies: Commonwealth of the Northern Mariana Islands (CNMI); Coaching: Helping more CNMI Students Have the Opportunity to Learn What They Need to Succeed in College and Career; Coaching: High Quality Learning Designs
- Coordinator for Leadership and School Improvement; developed the needs assessment tool previously used by Texas schools in need of improvement, The Campus Snapshot.
- Oversaw the facilitation and training across the state of Texas for the utilization of the first state-wide principal evaluation system. Created training materials and customized implementation coaching.
- Training for the state of Texas across 20 ESC areas through the disaggregation of district and campus data for school personnel including school process, perception, student achievement, and demographic data.

Dr. Karriem Lateef Salaam - Child & Adolescent Psychiatrist, Global Health Psychiatry



Dr. Karriem Lateef Salaam is originally from “Brick City” Newark, New Jersey, in 1993 he earned a Bachelor of Science degree in Biology from The College of New Jersey (TCNJ) which was known at that time as Trenton State College. Dr. Salaam earned his medical degree from Rutgers Medical School in 2000, which was known at that time as Robert Wood Johnson Medical School. He completed a residency in General Psychiatry at Temple University in Philadelphia, Pennsylvania where he served as Chief Resident in 2004. Dr. Salaam went on to complete a fellowship in Child & Adolescent Psychiatry at Thomas Jefferson University also in Philadelphia in 2006.

Dr. Salaam currently serves as the Medical Director of Adolescent Services at Friends Hospital in Northeast Philadelphia, he is also a Clinical Assistant Professor of Psychiatry at Drexel University College of Medicine in Philadelphia, from 2006 to present. At Drexel, Dr. Salaam trained residents, and fellows in child and adolescent psychiatry, he currently supervises 3rd and 4th year medical students. In 2013 and 2019 Dr. Salaam was the recipient of The Dean’s Award for Excellence in Clinical Teaching by the graduating class of medical students at the Drexel University College of Medicine.

Dr. Salaam has been a Fellow of the American Psychiatric Association since 2017. He has been Board Certified in Adult and Child & Adolescent Psychiatry since 2007 and re-certified since 2016. In 2017 Dr. Salaam along with 9 other African-American psychiatrists from many different parts of the country, are founding members of Global Health Psychiatry, LLC. GHP is a company focused on reducing the stigma of mental illness in communities of color, through education and community action. Since 2018 Global Health Psychiatry has published two groundbreaking books co-authored by Dr. Salaam, that increase awareness while uplifting the community surrounding black mental health, 2018’s Mind Matters: A Resource Guide to Psychiatry for Black Communities and their 2019 follow up, How Amari Learned to Love School Again: A Story About ADHD. Dr. Salaam currently resides in the Greater Philadelphia Area with his wife of over 22 years, Veronica and their two children.

E. Vendor Experience Profile

ANet and our team of experts have decades of collective experience supporting equitable instruction, implementing anti-racist policy and practices, and delivering culturally responsive training.

ANet has expertise in not only fostering a culture of anti-racism, but also in making explicit connections between anti-racism and its application towards instructional leadership. As outlined below, we are ready to support the Ferguson-Florissant District in highlighting how anti-racist standards manifest in educational contexts such as in content-specific instructional guidance or professional development from the District.

System Alignment for anti-racist action: Ascension Catholic Academy Schools- This work took place central to and during the *George Floyd murder and trial*. ANet support network wide self-assessment, strategy, leadership coaching, and all-staff development around conditions and building blocks for Anti-Racist Action centered on adult's work for student learning, sense of belonging and engagement. The central questions included **Relationships that empower voice choice and agency**:

Anti-Racist Policy and Practices - ANet has lived out our core values to advance equity through internal anti-racist development that has led to a formal anti-racist Policy (linked [here](#)) that culminates in anti-racist commitments that includes partner service for supporting culturally responsive learning for all students. The policy is announced in [this blog post](#).

Equitable Instruction - Our formal partnerships with nearly 1,000 schools and over 100 systems across the country are all organized with the commitment to work alongside partners to [move](#) toward [equitable instruction](#) through an anti-racist lens which includes [anti-oppression principles](#).

Instructional Leadership - ANet has centered its impact focus on influencing Instructional Leadership as defined as: Principals are instructional leaders who collaboratively establish a vision and school-wide culture for teaching and learning that ensures equitable instruction meets the needs of all students, including those who are most marginalized (multi-language learners, students with learning and attention issues, and students of color). They serve as lead learners in the school building by deepening their understanding of standards, while building the capacity of their instructional leadership team and teachers through a system of professional learning, including consistent feedback cycles, PLCs, and regular reflection opportunities, driven by data. They work alongside an instructional leadership team to execute their vision around teaching and learning to ensure that all students exceed a common standard through high-quality instruction.

Lead the Change - ANet delivered a series of professional development sessions to a cohort of ANet partner schools in Boston that were focusing on increasing access to equitable instruction through an anti-racist lens. The program balanced leadership personal and professional growth towards anti-racism as well as a focus on increasing student learning.

Equity and Anti-racism for Leaders and Teachers - ANet curated and developed powerful content to support culturally responsive education for more than 30,000 leaders and teachers through our online data

and resource platform, myANet. For example, one resource available is called, "[Equity and Anti-racism for Leaders and Teachers](#)".

Equity Literacy - Great Oaks Legacy School in New Jersey partnered with ANet to build equity literacy skills that enable leaders, teachers, and educational assistants to recognize and respond to bias and inequities impacting student experience. The series focused on local school-based scenarios, practice, and application to classroom instruction.

Bias and Sensitivity Focus - As part of our anti-racist work and commitment to equity, we have increasingly applied the lens of equity to address biases in our products and services. We have developed a process over time to ensure that all of our instructional products are free of any potential bias or sensitivity concerns. This has involved training a group of individuals across the organization to understand and identify ways that our products could unintentionally create inequities in student's ability to access content and demonstrate their learning. For example, we review all texts on our assessments for bias and sensitivity considerations, including:

- Does the passage disadvantage any population (gender, race, ethnicity, language, religion, socioeconomic status, disability, or geographic region) for non-educationally relevant reasons?
- Does the passage contain controversial or emotionally-charged subject matter that is not supported by the standards?
- Is the passage potentially offensive, demeaning, insensitive, or negative toward any population?
- Does the passage depict any population in a stereotypical manner?

Passage Equity - We recognize that in addition to eliminating bias and sensitivity issues in our instructional products, in order to develop anti-racist materials, we must also actively center stories about characters or figures of color and elevate the voices of authors of color in the texts that students read.

We are currently leading a five-year effort to ensure that at least 60% of our texts have main characters of color, well above the children's publishing industry average of 23%. We have heard demand among districts and schools aiming to increase representation in their curricula to have coaching around our approach; in response, we have made public our [guidance](#) and [tool](#) that lay out our considerations on race as well as gender, disability, and socioeconomic representation.

Welcome!



This meeting is being recorded.



Link your video with your phone number if using a phone



Use the chat to engage and share thoughts or questions



Mute your microphone as we all join.



Be engaged



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK *Learning. Together.*



Advancing Equity. Together.

Agenda

Objective

Collaboratively
**develop FFSD
anti-racism standards**
to be used for district
strategy and serve as
the bedrock of
becoming achieving
Anti-Racist Schools for
Social Justice

1. Review Context, Standards Categories, and Team Voice
2. Collaborate and Draft Standards:
 - a. Read the existing standards from your section
 - b. Review resources:
 - i. [Guiding Questions](#)
 - ii. What is [Anti-racism](#)
 - iii. [Anti-Racist Standards Sample for Organizations](#) Samples & [Equity Protocols for Schools](#)
 - iv. Optional: [Data Deck](#)
 - c. Keep, add on or amend standards considering Ferg-Flor Needs, Anti-Racism, and data (don't delete standards, add to)
3. Share Out Reflect and Close



Thank you for serving:

Ferg-Flor Anti-Racist for Social Justice in Schools Change Team

1. Dr. Donna Paulette-Thurman
2. Jana Parker
3. Adrienne Bland
4. Liz Davenport
5. Kevin Hampton
6. Exley Warren
7. Jill Loyet
8. Eric Harris
9. Katy Chambers
10. Cedric Gerald
11. Carrie Pace
12. Taylor Cameron
13. Dr. Courtney Graves
14. Lotus MacDonald (Student)
1. Sean Joyce
2. Farhad Jadali
3. Malinda Ice
4. Dr. Bonita Jamison
5. Dorothea Baker (teacher)
6. Jason Armstrong (Chief of Police)
7. Pamela Powell (Parent)
8. Jamilah Bracely (Student)
9. Key'Mon Jenkins (Student)
10. Leilani Billups (Student)
11. Brooke Strautmann (Student)
12. Kain Penton (Student)
13. Dr. Davis (Superintendent)
14. Alishia Union (Student)
15. Jaylen Clark (Student)

Anti-Racist Standards/Categories

FFSD Change Team Voice: 11/12 and 12/4

1. Student and Family Empowerment and Rights	
2. Student development and progress	3. Communication, Dialogue, and Community Engagement
4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment
6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment)

1. We have to be deliberate. Our Standards should inform and/or be integrated into our Strategic Plan.
2. We are all leaders! “Leadership” is worth a standalone category instead of being integrated into “Policy and Management.”
3. Student Human Potential: In Student Personal Development and Progress include clarity about providing opportunity to help students fully develop to their human potential!
4. For Policy- For Leadership - For Engagement: Decision making must be shared by a racially diverse group; including power, privilege. We must reflect regularly how does my Race, power and privilege impact these decisions we are making.

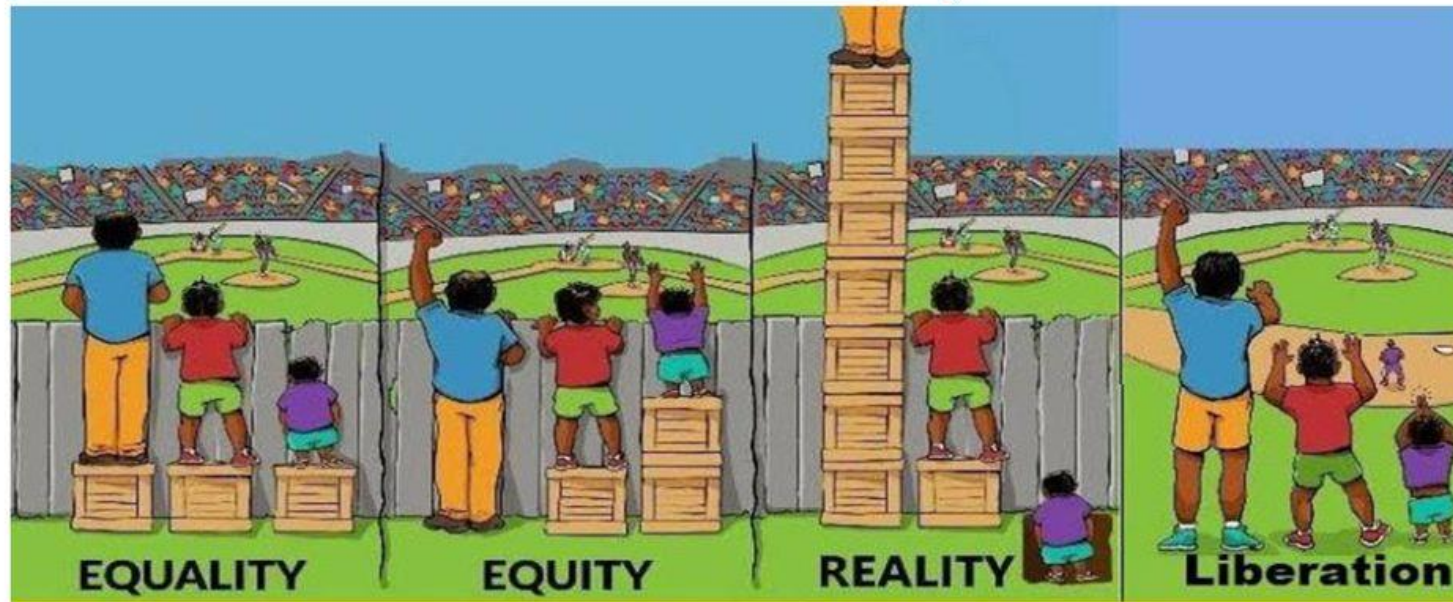
Anti-racist commitment: A purpose of having these standards

Prioritizing and advocating for the **eradication of racist and oppressive systems and structures throughout the educational landscape** by building culture, practices, and leadership skills that guarantee equitable instruction for all students, especially students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent.

Recognizing that privilege is real we seek student liberation

Equality → Equity → Social Justice

We have to be willing to recognize that privilege is real, and that the structures that surround us really are stacked in favor of certain groups over others, or else we cannot create meaningful change.



Students feel disconnected from their learning and uncertain about their abilities and value

Are diverse experiences and perspectives excluded, oversimplified, or tokenized?
Might students assume that experts in the discipline only come from certain backgrounds?
Are there missed opportunities to help students use their voices and activate their own perspectives?

Multiple Perspectives

Are diverse experiences and perspectives represented with respect and nuance?
Will students see themselves in the expert practitioners represented?
Are students invited to use their voice and activate their own perspective?

Might students feel they must passively accept materials, events, and institutions as unquestionable?
Do materials suggest that the way things are (or were) is the way they must be, no matter how unjust?
Might students encounter facts or skills as discrete items unrelated to bigger concepts?

Critical Lens

Are students encouraged to examine materials, events, and institutions critically, attending to power, position, and bias?
Will students understand human systems as the product of choices that can be made better?
Will students construct their own knowledge about enduring concepts?

Might students feel that who they are is irrelevant to what and how they are learning?
Are there missed opportunities for students to make connections or take meaningful action to impact their communities or world?

Relevance

Do questions connected to students' identities, communities and/or the world drive learning?
Are students empowered to pursue their own lines of inquiry and take meaningful action to impact their communities and the world?

Are there missed opportunities to foster active learning instead of rote tasks, basic recall of facts, and passivity?
Might students assume they are not expected to think for themselves?
Will students' learning cease to matter once the unit ends?

Rigor

Are students supported in constructing their own knowledge about concepts that transfer beyond the unit?
Will students process their learning in ways that affirm who they are and how they use language?
Will what students are asked to know and do matter beyond the unit?

Might students assume that their teacher has a low opinion of their abilities or cultural and linguistic identities?
Might students believe they must leave their culture outside the classroom in order to succeed?

Relationships

Will students be better known to their teachers, to each other, and/or to themselves?
Are students encouraged to believe that they are capable and worthy learners and human beings?

Students feel known and valued as learners and members of the classroom community

12/4 Ferg-Flor Change Team Data Interpretation Headlines: Needs

- We need a broad leadership community for actualizing and living up to these standards
 - This offers peer support since this work is going to look different and have varying amounts of lift from building to building, school to school, leader to leader.
- All must carry weight of the work of recognizing and responding to bias. So there has to be a standard(s) that supports development and learning as an Anti-Racist for Social Justice, regardless of race.
- Policy has to be considered for its consequences for student equity; (example: Around seniority did have a consequence of less diverse staffing patterns. My experience has been that the gifted program has always prioritized white students)
- Looking across lines of difference, not only black and white.
 - Want to make sure that we are including a focus on the LGBTQ+ community and that they have representation in this group
 - Importance of anti-oppression principles as the foundation of Anti-Racist Standards
- There have been meaningful efforts, but so many families are still being left behind - no child should be graduating from our district without the skills they need to live their lives. We are the system - let's make the changes we need to make. This is a policy issue for us .
- Connecting actions to policy is really important and underlines the need for getting our AR standards together

12/4 Ferg-Flor Change Team Data Interpretation Headlines: Needs

- Our student's voices are powerful and they are the ones who are directly experiencing the impact of our policies, so we need to listen carefully
- Student feels like other students of color are not being challenged, versus if they went to another school
 - Education in a majority black district versus others
 - Are we really being prepared for college in the future?
 - Are we being challenged enough?
 - Challenge and support that Considers student life outside of school.
- We need standards that support us for dealing with what is playing out as a class issue as well as a race issue regarding perceptions around being divided by 270: Below treated a certain way versus their counterparts. We need to improve the feelings of marginalization.
- Hold space and time for open conversations. Safe places for talking have to be built into how we do business
 - Helps with managing resistance as well as confusion such as feeling of anti-white people in this work
 - Folks are uncomfortable talking about race. We need tools.
 - Help to flatten the feeling of hierarchy that creates barriers to honest conversation; among adults and across adults/students. Need standard that helps that flatten.

Anti-Racist Standards: Development Teams

1. Student and Family Empowerment and Rights	2. Student development and progress	3. Communication, Dialogue, and Community Engagement	4. Leadership (to also include discipline and suspensions)	5. Teaching, Learning, Curriculum, and Assessment	6. Policy, Governance, Procedures, Administration	7. Adult Learning and Recruitment
<ol style="list-style-type: none"> 1. Adrienne Bland 2. Katy Chambers 3. Cedric Gerald 4. Lotus MacDonald 	<ol style="list-style-type: none"> 1. Bonita Jamison. 2. Courtney Graves 3. Pamela Powell 4. Brooke Strautmann 	<ol style="list-style-type: none"> 1. Kevin Hampton 2. Carrie Pace 3. Leilani Billups 4. Jaylen Clark 	<ol style="list-style-type: none"> 1. Taylor Cameron 2. Jamilah Bracely 3. Farhad Jadali 4. Donna Paulette-Thurman 	<ol style="list-style-type: none"> 1. Jana Parker 2. Jason Armstrong 3. Alishia Union 4. Eric Harris 	<ol style="list-style-type: none"> 1. Joe Davis 2. Exley Warren 3. Malinda Ice 4. Kain Penton 	<ol style="list-style-type: none"> 1. Liz Davenport 2. Dorothea Baker 3. Key'Mon Jenkins 4. Sean Joyce 5. Jill Loyet



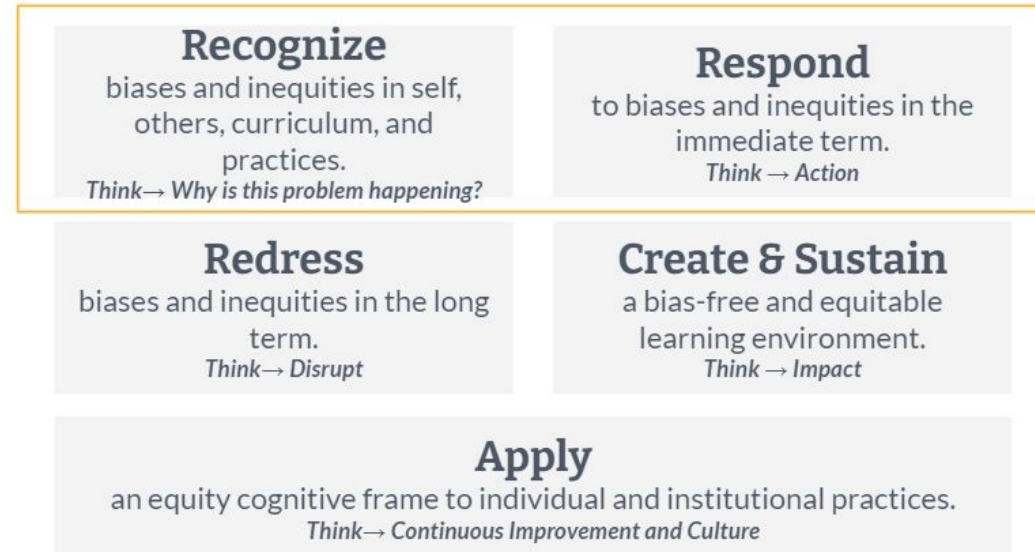
Group Norms

1. Remember, the data we looked at is not meant to be evaluative.
2. Avoid making assumptions about other people.
3. Be open to critical self-reflection.
4. Realize your privilege and be aware of potential power dynamics.
5. We are all in a place of learning.
6. Share the space.
7. Use “I” language.
8. Take care of yourself.

Small Group Work

1. Read the [existing standards](#) from your section
2. Review resources:
 - a. [Guiding Questions](#)
 - b. What is [Anti-racism](#)
 - c. [Anti-Racist Standards Sample for Organizations](#) Samples & [Equity Protocols for Schools](#)
 - d. Optional: [Data Deck](#)
3. Keep, add on or amend standards considering Ferg-Flor Needs, Anti-Racism, and data (don't delete standards, add to)

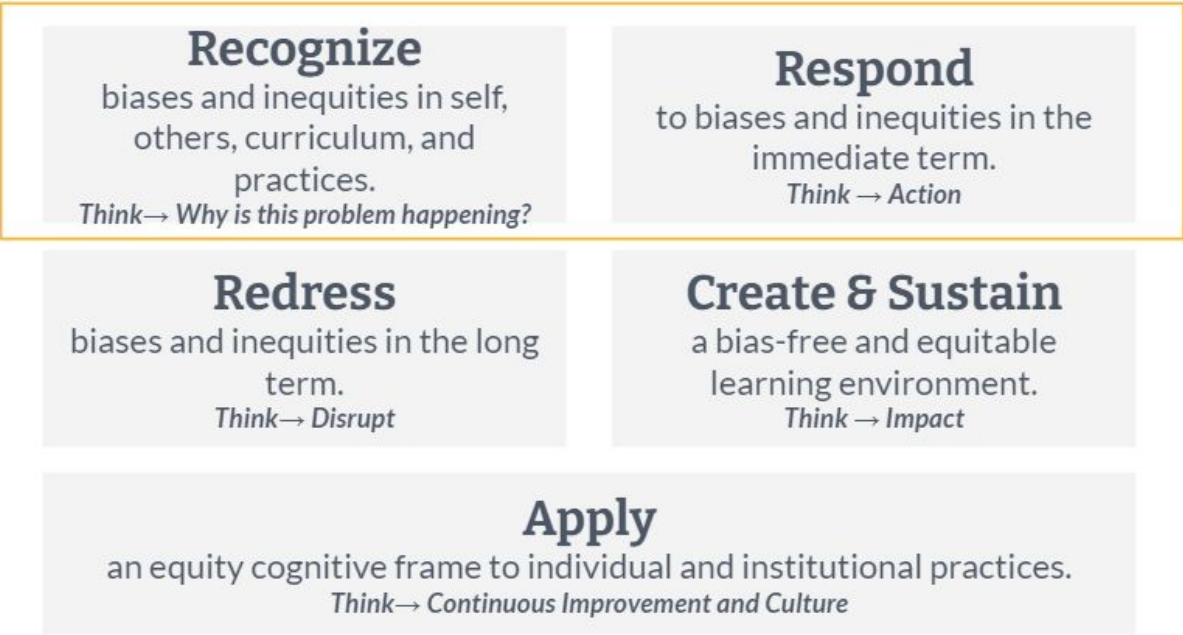
Equity literacy requires noticing bias in ourselves



Equity Literacy Skills help us to live out compassion for both staff and students

Share Out: What are the standard add-ons, adjustments, or discussions you want to highlight?

Equity literacy requires noticing bias in ourselves



Equity Literacy Skills help us to live out compassion for both staff and students

Next Steps:

Reference: 12/4 Data Analysis of Staff Voice Slides



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What will we be considering as we review the data?

- Based on the data, how would we describe the challenge we are trying to address?
- What does the data make us think about our biggest celebrations, opportunities, and barriers to anti-racism work?
- When you look at our sample anti-racist standards, which feels most important based on the data we reviewed today? What would you add?

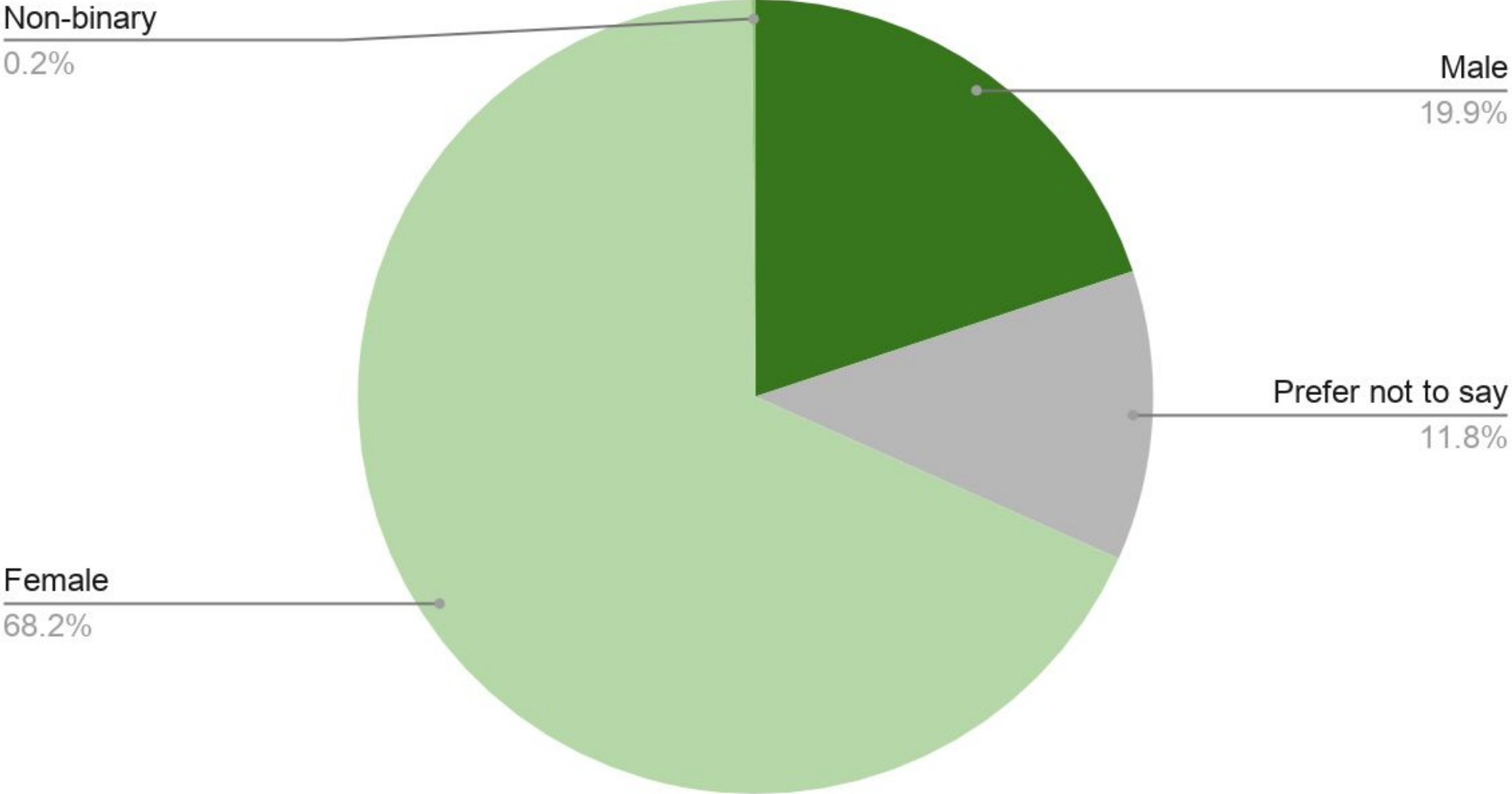
Internalizing and Reflecting on the Staff Voice Data



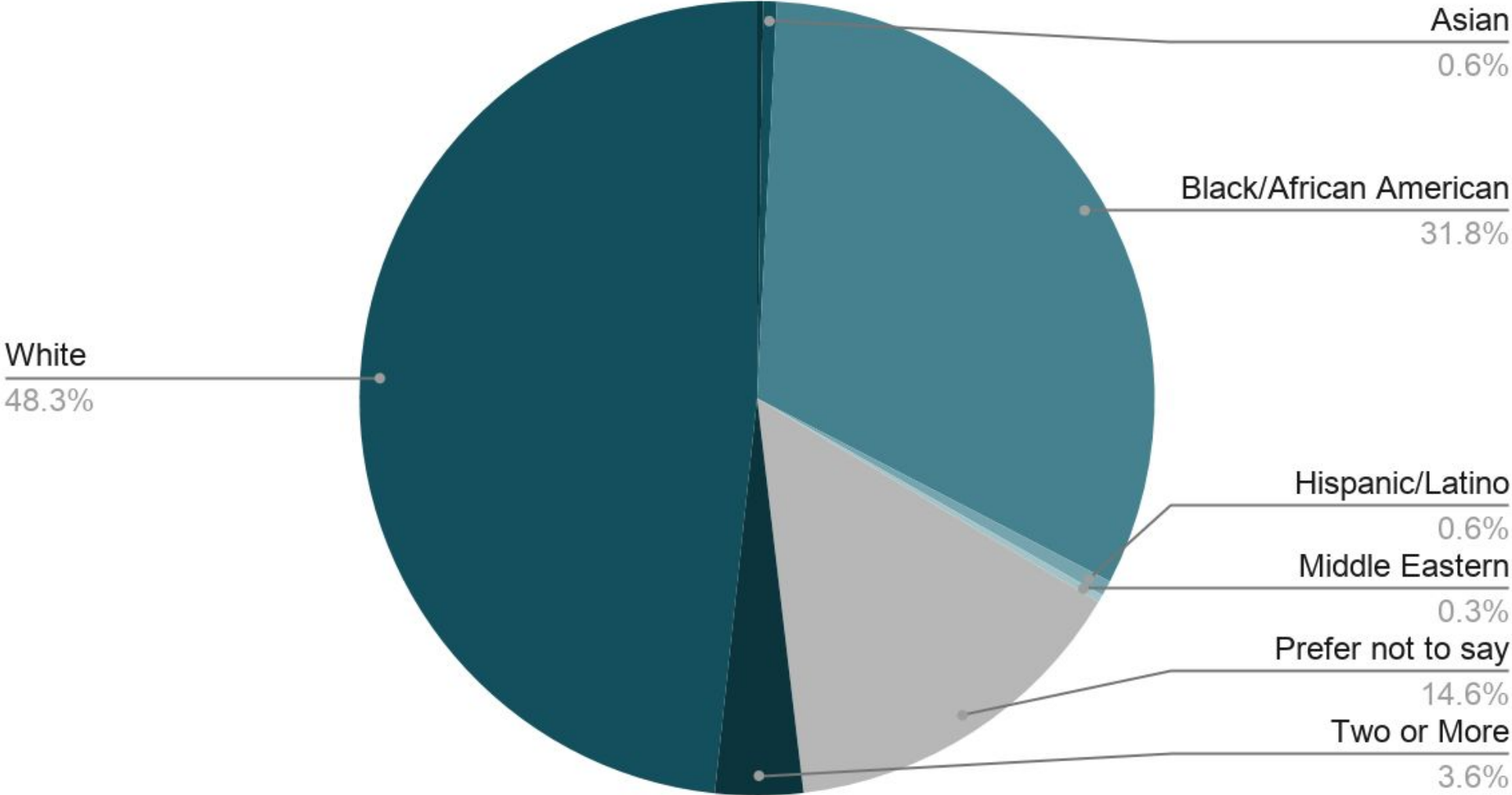
**FERGUSON-FLOISSANT
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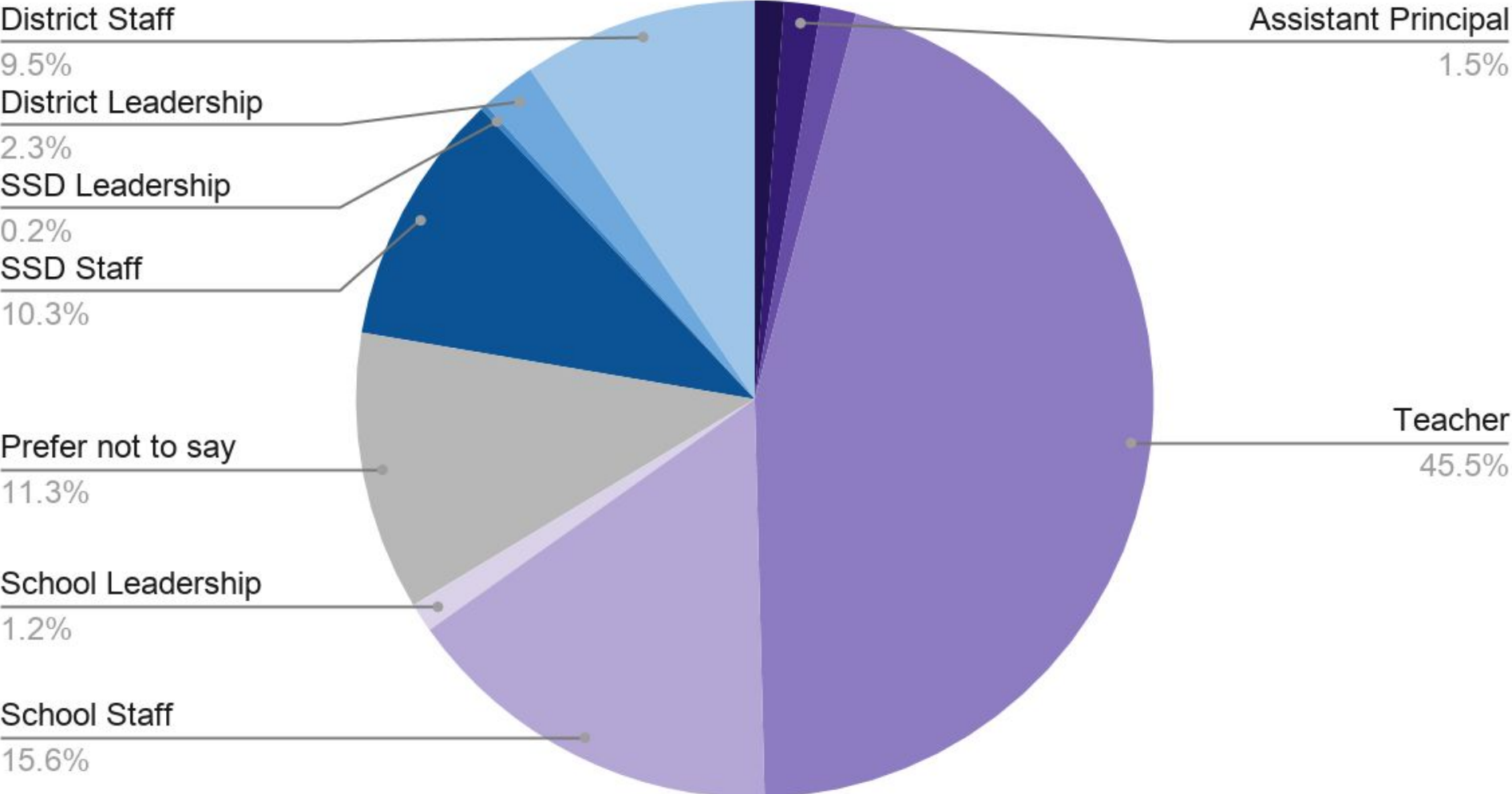
Demographics: Gender identity



Demographics: Race



Demographics: Role



Demographics: Role x Race x Gender: What does this make you think?

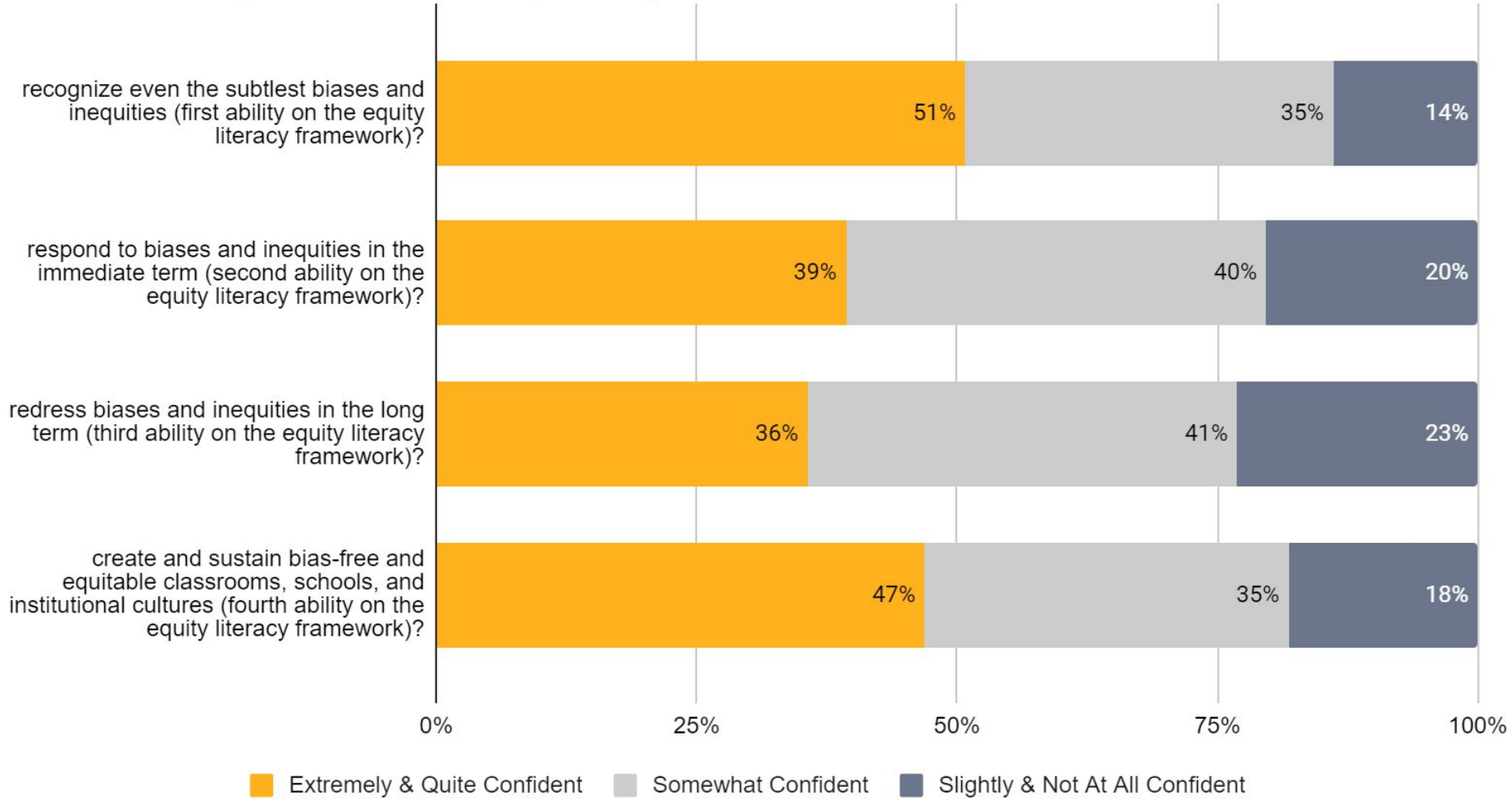
	Leaders	Staff	Teachers	Students (from NCES)
Race	54% Black	43% Black	21% Black	59% Black
	36% White	41% White	61% White	34% White
	3% Other	3% Two or more races	4% Two or more races	3% Two or more races
	1% American Indian	1% Asian	1% Asian	1% Asian
		1% Hispanic/Latino	1% Hispanic/Latino	3% Hispanic/Latino
Gender	50% Female	76% Female	72% Female	
	44% Male	16% Male	21% Male	

Categories of questions asked

- Confidence in equity literacy skills
- Perception on how the district's policies, procedures, programs reflect anti-racism
- Perception of the district's culture
- Perception of the district leadership
- Sense of belonging
- Confidence and comfort in having conversations about race
- Open-ended questions about staff's own experience around race, requests for support from district

Confidence in equity literacy skills

To what extent do you feel confident about your ability to...



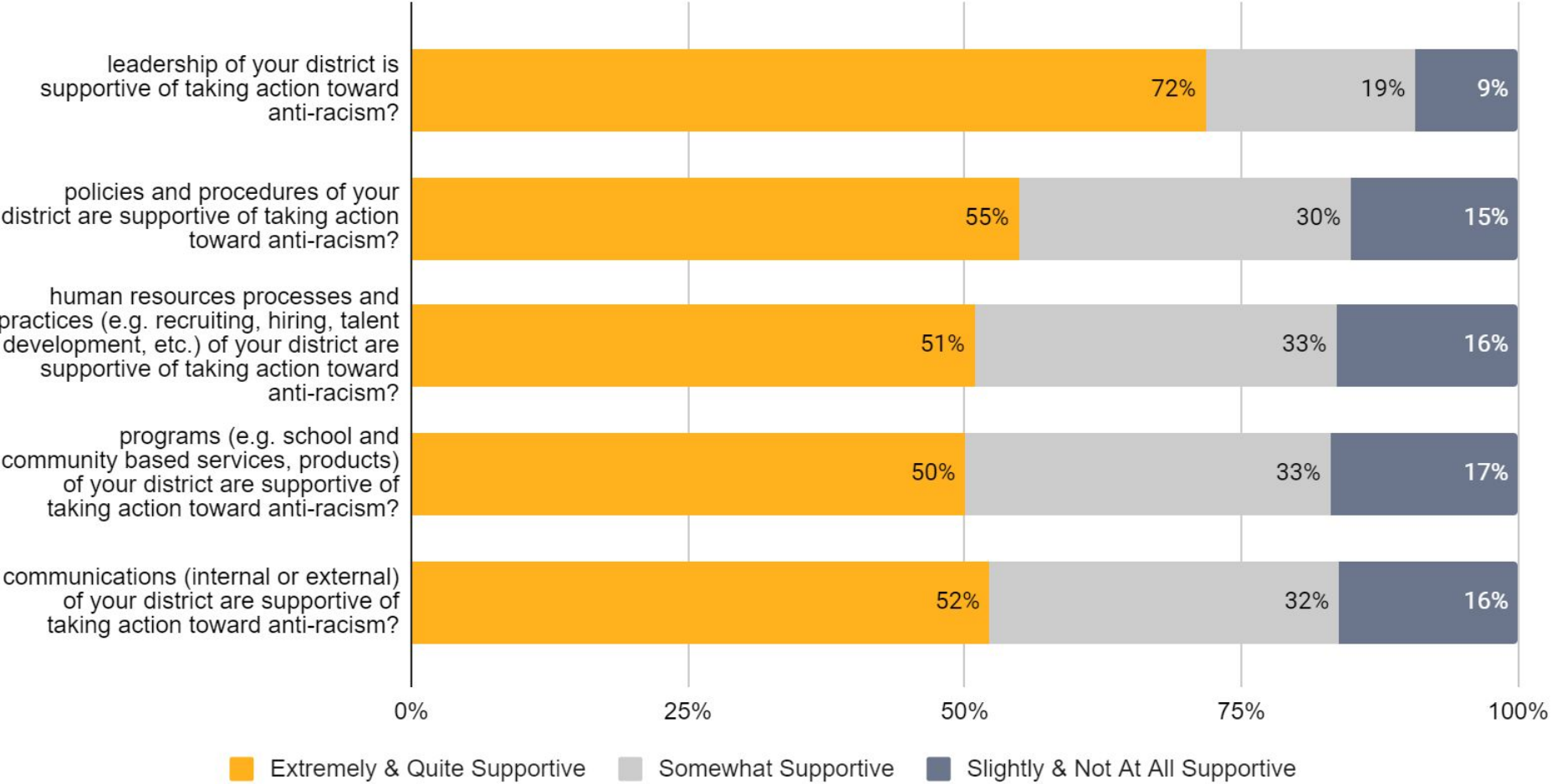
Race: POC staff rated confidence higher in all equity literacy skills than white staff

Role: Teachers and staff rated confidence higher than leaders

Perception on how the district's policies, procedures, programs reflect anti-racism:

How might the disproportionate number of white teachers in hiring align/not align with anti-racist principles and how does this impact the POC experience?

To what extent do you think the...



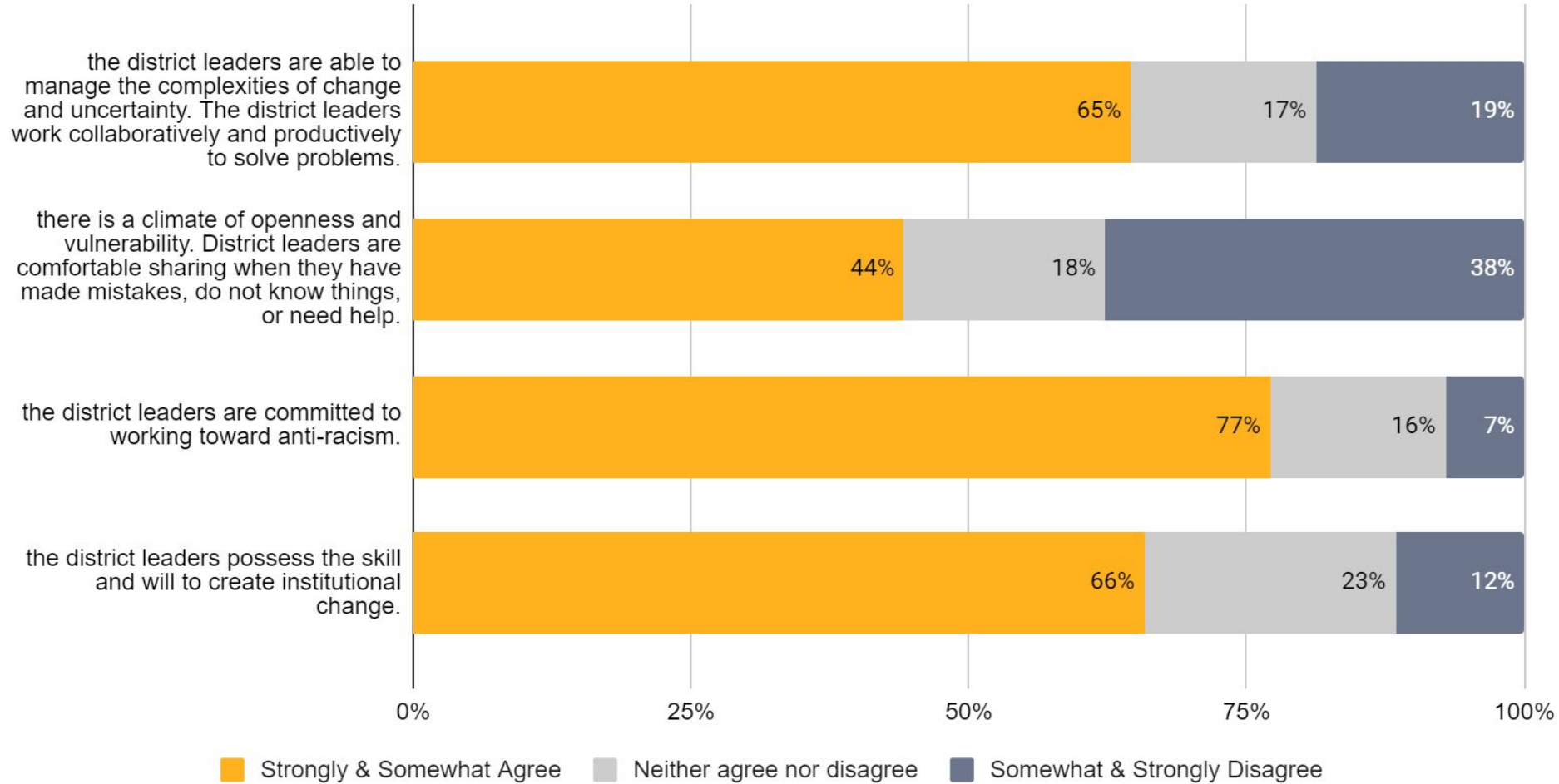
- Race: POC staff reported a need for more improvement in area of human resources and programs
- Role: Leaders held a more critical view of the district's policies, procedures, programs in general than teachers or staff

Perception on how the district's policies, procedures, programs reflect anti-racism:
 How might the disproportionate number of white teachers in hiring align/not align with anti-racist principles and how does this impact the POC experience?

	Leaders	Staff	Teachers	Students (from NCES)
Race	54% Black	43% Black	21% Black	59% Black
	36% White	41% White	61% White	34% White
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		1% Hispanic/Latino	1% Hispanic/Latino	3% Hispanic/Latino
Gender	50% Female	76% Female	72% Female	
	44% Male	16% Male	21% Male	

Perception of the district leadership

In our district...

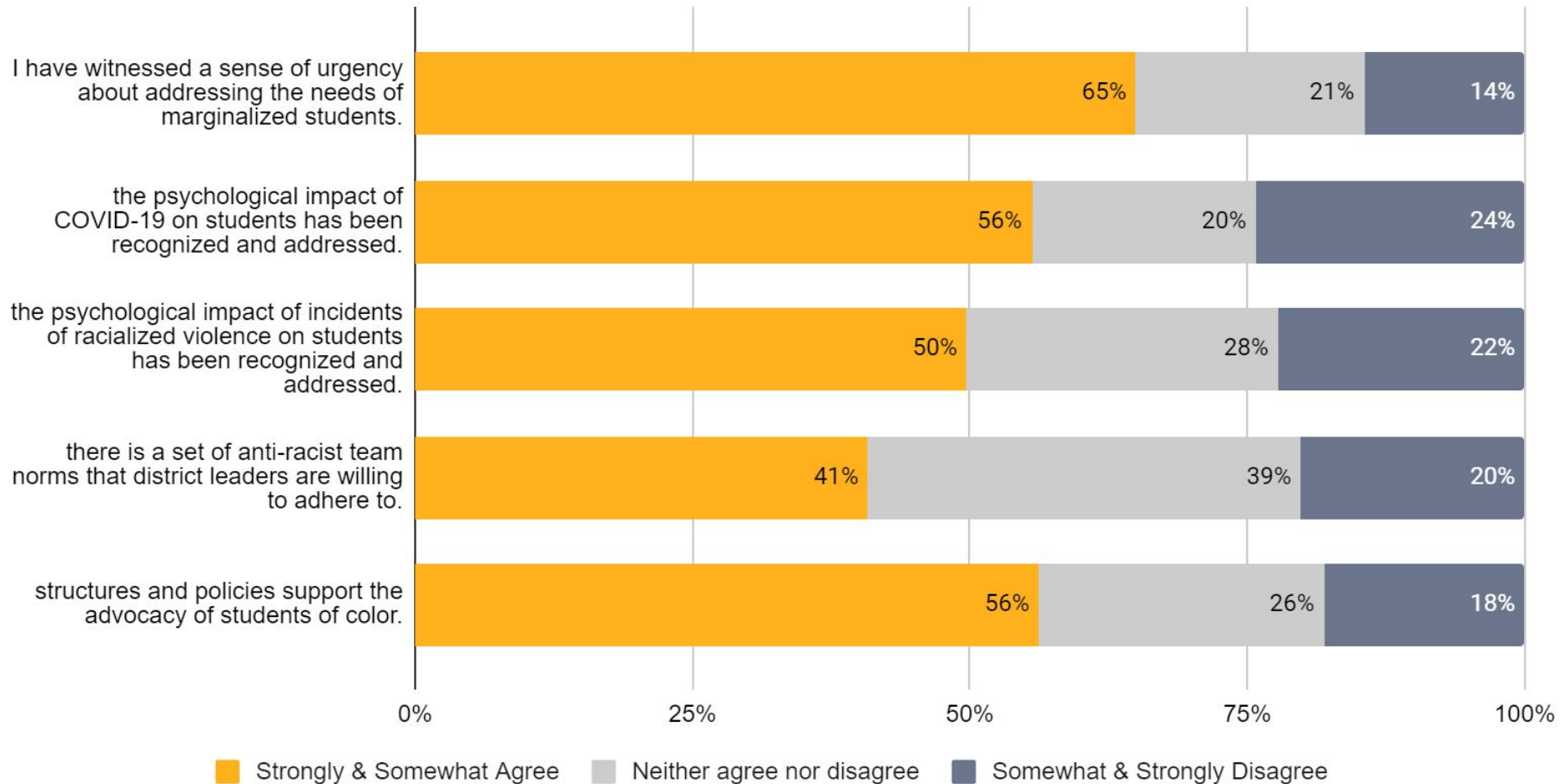


- Race: There are more POC staff than white staff where their experience does not support the claim that leadership is committed to anti-racism
- Role: Leaders showed vulnerability and rated themselves low in each of these categories

Perception of the district's culture:

Notice the difference in perspective of POC and white staff? What is it about the history and lived experience that might contribute to this difference?

In our district...



Race: POC staff reported a need to focus on structures & policies and impact of racialized violence, whereas white staff reported a need to focus on impact of COVID-19

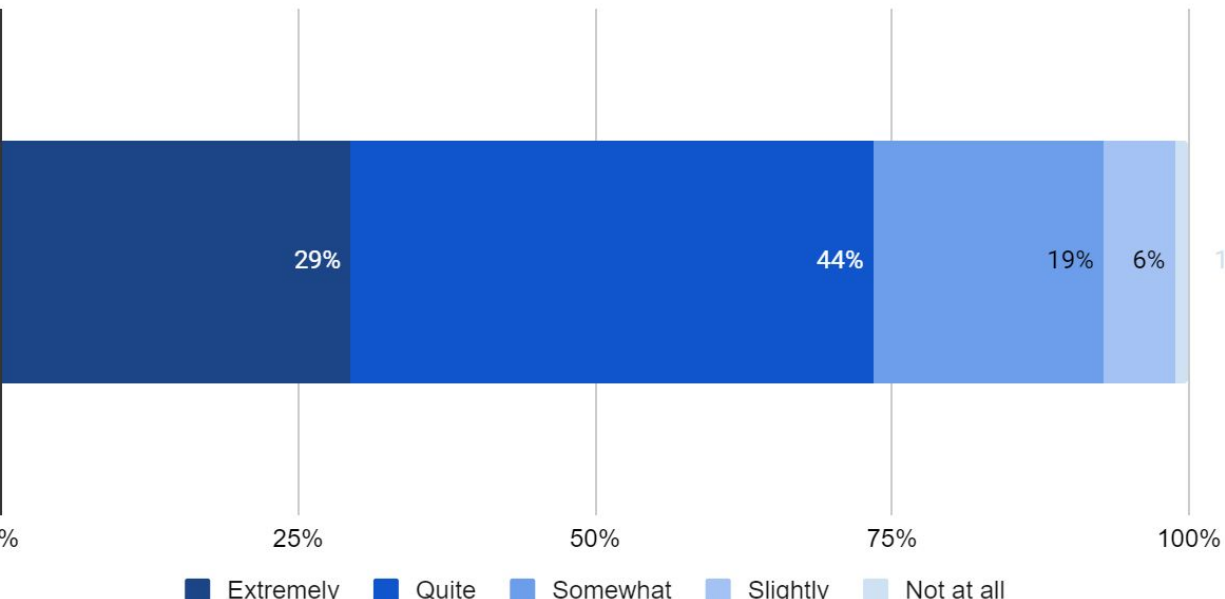
Role: Leaders showed vulnerability in the need to improve all areas of district's culture

Current sense of belonging

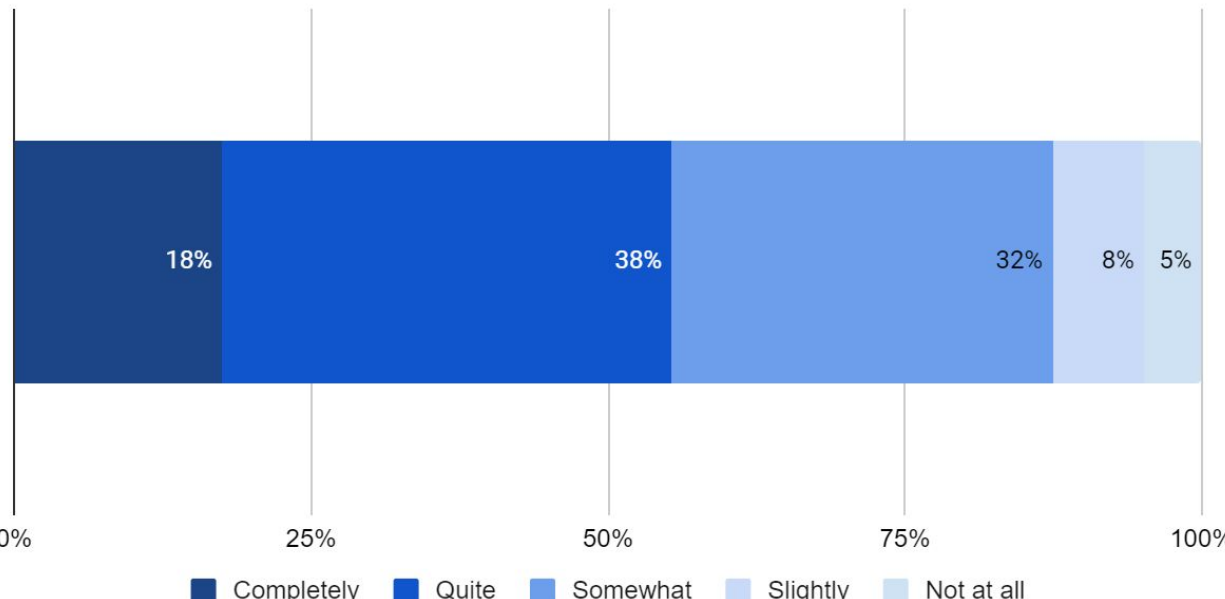
- Staff with a sense of belonging: 48%
 - White staff: 50%
 - POC staff: 43%
- Staff without a sense of belonging: 22%
 - White staff: 22%

- Race: POC staff feeling less welcomed and more expected to assimilate than white staff
- Role: Staff feeling less respected than leaders and teachers

How welcoming do you believe most of your coworkers are to people of color?

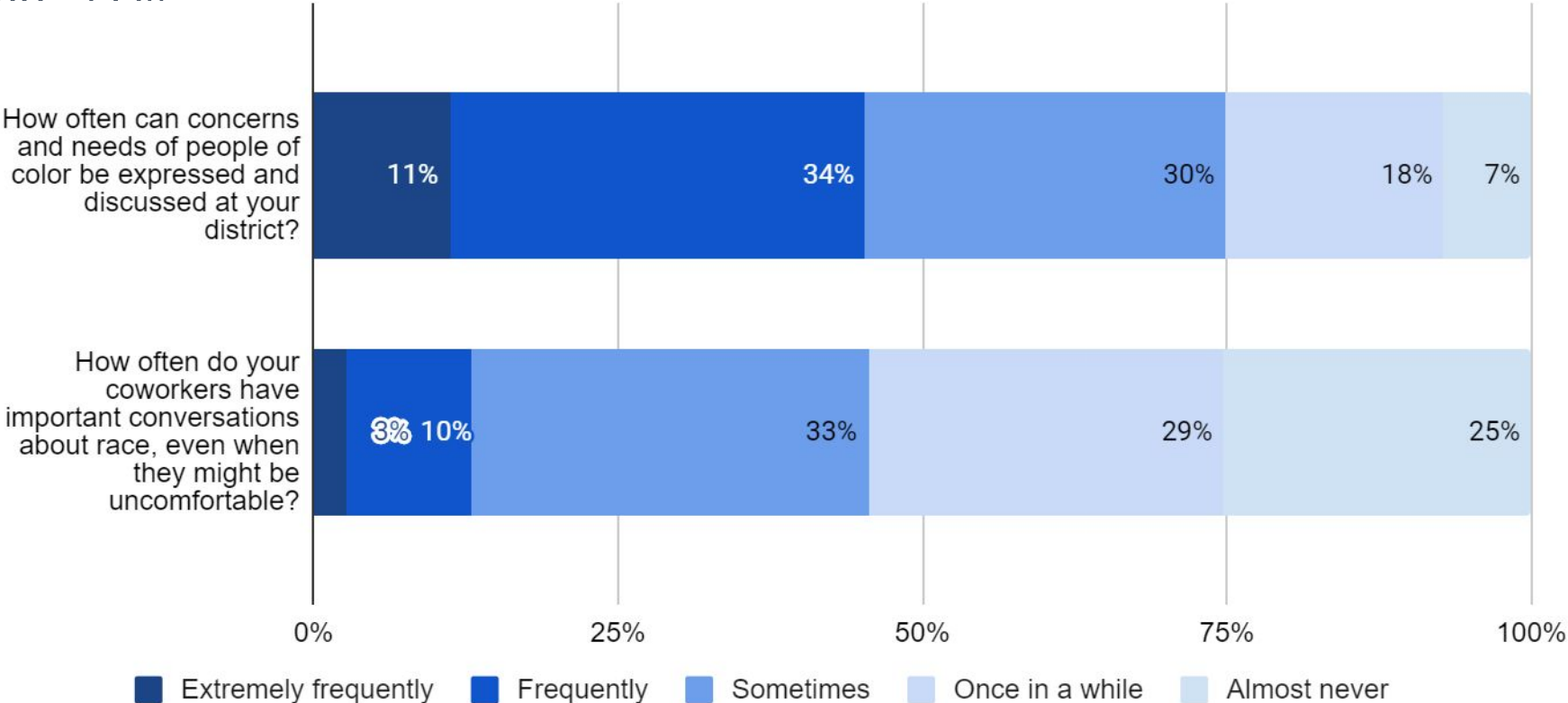


How much do you believe people of color are expected to assimilate into the existing district culture?



Confidence and comfort (C&C) in having conversations about race

- C&C in others: 34%
 - White staff: 36%
 - POC staff: 29%
- Lack of C&C in others: 35%
 - White staff: 31%
 - POC staff: 41%
- Race: POC staff feeling like their concerns are less heard than white staff; white staff more confident about having conversations about race than POC staff
- Role: Staff feeling like their concerns are less heard than leaders and teachers; staff and teachers more confident about having conversations about race than leaders



What do you notice?

What do you wonder?

What are some implications of the data on our work toward anti-racism?

Small group analysis and discussions

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
<ol style="list-style-type: none">1. Dr. Donna Paulette-Thurman2. Kevin Hampton3. Katy Chambers4. Cedric Gerald5. Lotus MacDonald (Student)	<ol style="list-style-type: none">1. Dr. Courtney Graves2. Pamela Powell (Parent)3. Brooke Strautmann (Student)4. Jill Loyet	<ol style="list-style-type: none">1. Dr. Davis (Superintendent)2. Carrie Pace3. Leilani Billups (Student)4. Sean Joyce	<ol style="list-style-type: none">1. Jana Parker2. Taylor Cameron3. Jamilah Bracely (Student)4. Farhad Jadali	<ol style="list-style-type: none">1. Liz Davenport2. Jason Armstrong (Chief of Police)3. Key'Mon Jenkins (Student)4. Eric Harris	<ol style="list-style-type: none">1. Adrienne Bland2. Exley Warren3. Malinda Ice4. Kain Penton (Student)

Making sense of the data

- Based on the data, how would we describe the challenge we are trying to address?
- What does the data make us think about our biggest celebrations, opportunities, and barriers to anti-racism work?
- When you look at our sample anti-racist standards, which feels most important based on the data we reviewed today? What would you add?

Top 5 trends from comments: What do you wish your coworkers knew about your experiences of race, ethnicity, or culture at your district?

1) Physical, mental, emotional toll of being POC (~155)

“It's hard being a black woman in America these days. Daily hearing on social news outlets that your life isn't valued and then turn around and teach black children and telling them their life matters even if the world tells them no. It's draining!!!”

2) White allies voicing their commitment to anti-racism along with shame and guilt (~150)

“I am ashamed of much of my journey on becoming an anti-racist educator, going to a 90%+ white, religious institution that caused me to teach in Ferg-Flor for reasons I did not understand for years; I do not want to share that with my coworkers. I have a lot to learn, and want to listen. I have learned the hard way that being apart of one marginalized community does not mean you understand the experience of all marginalized communities.”

Top 5 trends from comments: What do you wish your coworkers knew about your experiences of race, ethnicity, or culture at your district?

3) Resistance of white staff (~98)

“That it has become very anti-white since about 5 years ago. That white teachers are not valued or respected or have a voice simply because they are white and then they must automatically be a racist, therefore, nothing the white people say or do is valued.”

4) Colorblind perspective that downplays issues raised by POC (~80)

“It does not matter what color you are!!!! What matters is your character! Race does not define your outcome!”

5) Call to acknowledge a range of and intersections of identities (~62)

“I wish the district understood they are becoming multi-cultural, and that keeping things ‘Black and White’ often leaves other groups out of the conversation.”

Top 5 trends from comments: **What can your district do better to support employees of different races, ethnicities, and cultures?**

1) Hold space and time for open and courageous conversations (~227)

“While I don't think we can FORCE people to have conversations about race and race-related topics; allowing opportunities for this type of engagement is important. In previous years, building level PDs have been focused on new curriculum/academic related material, but if the building staff can't find common ground or have meaningful interactions and conversations about personal views and race related topics, how can we serve our students as a whole team, how can we expect our students to go into this world as compassionate and cooperative individuals?”

2) Continue to hold ANet trainings (~179)

“Continue working with ANet and bring us good PDs.”

Top 5 trends from comments: **What can your district do better to support employees of different races, ethnicities, and cultures?**

3) Acknowledge a range of and intersections of identities (~121)

"I think our district very much supports races and ethnicities and cultures as long as they are black or white. Additionally, the marginalized students in FergFlor are Asian, Hispanic, poor, homeless, overweight, low ability, gay, and other minority groups."

4) Reflect anti-racism in the way the district operates (~82)

"Alter discipline policies, so they are more restorative."

5) Colorblind perspective to treat all people equally (~72)

"Stop looking at color and treat people with respect."

Other notable themes from comments

- Disparity between district/school demographics and student demographics

“I wish some white teachers would realize how unbalanced our staff is compared to our student population in terms of race and accept why this is something important to change. Too often white teachers take this as a personal attack and feel defensive toward the idea of change.”

- Residual pain from events of 2014

“Conversations about race, ethnicity and culture have been on the surface; and in certain buildings the conversations do not occur. Especially after the Mike Brown incidents in Ferguson there are still open wounds that have not been addressed.”

- Racial segregation among staff

“There is a perceptible chasm between white staff and black staff.”

- Lack of respect for non-teaching staff

“What I am more concerned about now is how non-teaching staff don't often seem to be as valued or respected until we are away from our jobs for a day or more.”

Other notable themes from comments (cont.)

- Desire for POC caucus and affinity groups

“Need for affinity spaces--it feels rewounding to do this work with the same people that inflicts the wounds on a daily basis at work.”

- Concern about alienating white staff in anti-racism work

“It is very difficult to open the door for communicating when it makes others so uncomfortable. Even when the other person is also anti-racist there can be a lot of white guilt, discomfort from lack of practice, and concern that leads to walking on eggshells. We don't want to isolate those who feel uncomfortable and decrease the likelihood of them joining the conversation.”

- Need for opportunities to challenge biases of white staff

“Continue to show the biases of white people and to allow (safely) to expose the biases that are all around us in the district. AND the biases place on our own students and colleagues. Expose, expose, learn and grow.”

Closing Reflections



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Reflecting on the data review process

- How has this analysis of data sharpened your skill around equity literacy skills?
- How has this data expanded your thinking and perspective towards the anti-racism work?

Recognize

biases and inequities in self,
others, curriculum, and
practices.

Think → Why is this problem happening?

Respond

to biases and inequities in the
immediate term.

Think → Action

Aha's, Affirmations, Appreciations, & Actions

Give voice to your compassion and thoughtfulness:

*Please share out any Aha's, Affirmations,
Appreciations, or Actions.*

Welcome to our All Staff Reflection on Practices and Mindsets that Advance Equity: Recognize Bias



Please mute your audio during this presentation



Please turn off your video if not presenting

Be Open and Engaged.
Reflect and Take Action



Chat on the ZOOM with any input or questions!



Just an FYI...this session is being recorded



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK *Learning. Together.*



Advancing Equity. Together.



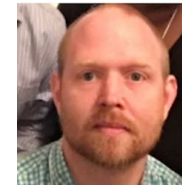
Dr. Joseph Davis
Superintendent



Colleen O'Brien-Kelly
Director of School Support



Marie Kodama
Senior Content Specialist, ELA &
Anti-Racism



Tony Plunkett
Managing Director, Org Culture,
Communications & Anti-Racism



Kevin Bennett
Chief of Staff



Brod Boxley
Managing Director, Equity and
Anti-Oppression



Dr. Karriem Salaam
Child & Adolescent Psychiatrist
Global Health Psychiatry



Tamoya Rose-Watson
VP, Anti-Racism and Culture



A Sincere Thank You for serving our students!



Do You Hear Me?

What did you hear our students say?
What does it make you feel and think?

Recognize

biases and inequities in self, others, curriculum, and practices.
Think → *Why is this problem happening?*

What does it make you want to do?

Respond

to biases and inequities in the immediate term.
Think → *Action*



Our First Lesson is Learning to Listen: A Global Perspective

Learning to Listen

Listening to others and reflecting on individual experiences was a central part of the learning journey in the study.



Equity Literacy requires noticing bias in ourselves

Recognize

biases and inequities in self,
others, curriculum, and
practices.

Think → Why is this problem happening?

Respond

to biases and inequities in the
immediate term.

Think → Action

Redress

biases and inequities in the long
term.

Think → Disrupt

Create & Sustain

a bias-free and equitable
learning environment.

Think → Impact

Apply

an equity cognitive frame to individual and institutional practices.

Think → Continuous Improvement and Culture

**Equity
Literacy
Skills help us
to live out
compassion
for students**



Agenda & Objectives

Objectives

Engage in how unconscious bias + equity manifests in our own practice

Reflect on how we are serving our students

Explore opportunities to disrupt inequities in our daily work as informed by the Equity Literacy Abilities.

Norms

Stay Engaged

Experience Discomfort

Support in creating a brave space

Take a Learning Stance

Expect and Accept
Non-closure

Please write your reflections at the end for your personal use.

Today will take effortful Learning and reflecting.

Implicit Bias

refers to the automatic and unconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.

**Color Blindness, Microaggressions and Deficit Thinking
all have their root in Implicit Bias**

What does the research say

Key Point One: A subtle form of racism

Students and communities are dealing with a “new racism,” a **more covert and hidden racism than that of the past.**

We see manifestations in the past decade of a “new racism” in **K–12 schools that is evasive, subtle, and challenging to identify because it is normalized and hidden under the guise of multiculturalism, color blindness, and everyday individualized interpretations of policy and practices.**

However, this does not make the racism any less painful for students.

(Kohli, Pizarro, Nevarez, 2017)

Key Point Two: That needs to be named

Until we concretely name racism as a problem, we will be challenged to resolve the glaring racial disparities of our educational system.

(Brayboy, Castagno, and Maughan, 2007; Harper, 2012)



Key Point Three: This racism blames students and takes schools off the hook

K. D. Brown & Brown (2012) contend that **dominant rhetoric blames students of Color and their families for a lack of academic success, promoting a shift in their behavior as the solution rather than suggesting shifts to structures or policies that systematically fail students of Color** (Malagon & Alvarez, 2010).



Key Point Four: Focuses on short term solutions

An all-out focus on the '**Achievement Gap**' moves us toward short-term solutions that are unlikely to address the long-term underlying problem

(Ladson-Billings, 2006)



Key Point Five: It takes more than content

Being “good” at communicating content but having **no structural or social analysis for inequity** was a prevalent blind spot of staff who maintained racism in K–12 schools

(Hyland, 2005; Vaught & Castagno, 2008, Young, 2011)

Key Point Six: It impacts students' attitudes towards school

Bias in schools has the cumulative effect of **diminishing Black students' (especially boys) enthusiasm and motivation** for school

(Kunjufu, 1997)



Key Point Seven: The impact is lasting and damaging

The cumulative impact of subtle manifestations of racism had **lasting and damaging impact** on the self-perceptions of students of color

(Kohli and Solorzano, 2012)



Key Point Eight: The importance of strong student relationships

Strong adult-student relationships were associated in both the short- and long-term with improvements on measures like higher student academic engagement, attendance, grades, and lower school dropout rates

(Quin, 2016)



Reflection:



Which research point hits home for you in your own experience?

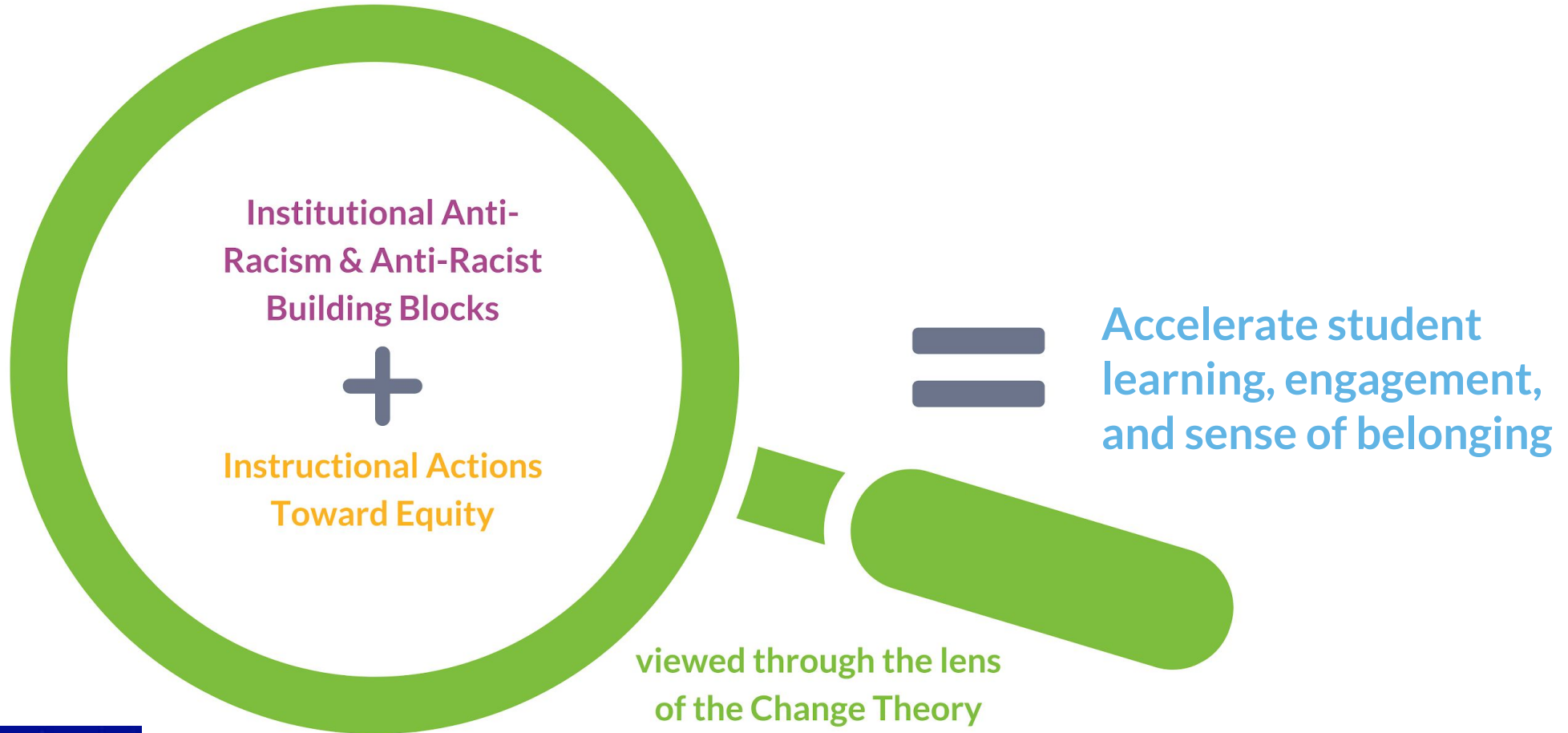
Which research point needs to be addressed in your school?

[Tricider link](#)

Please share at this link: tricider :

<http://bit.ly/biaskeyresearch>

Anti-racism in service of **equitable instruction** will lead to **improved learning, engagement, and sense of belonging** for all students, especially marginalized students



Equity Literacy requires noticing bias in ourselves

Recognize

biases and inequities in self,
others, curriculum, and
practices.

Think → Why is this problem happening?

Respond

to biases and inequities in the
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Think → Impact

Apply

an equity cognitive frame to individual and institutional practices.

Think → Continuous Improvement and Culture

**Equity
Literacy
Skills help us
to live out
compassion
for students**



**We are all guilty and redeemable:
Equity Literacy requires vulnerability**

Compassion & Vulnerability to Advance Equity for Students & Families

Recognizing Bias is a strategy to help us:

- *Clarify and Personalize Compassionate Action for Learning and Relationships among Students and Families.*
- *Building Belonging and Upholding Beliefs that Center on the Humanity, Value, and Unlimited Potential of our Students and Families.*

Compassion & Vulnerability to Advance Equity for Students & Families

REQUIRES A CORE COMMITMENT

With a belief that ALL students and families come to us with valuable knowledge and an innate ability to learn; **educators work actively to hold high expectations for all students and families and recognize and disrupt their own/others' biases which can erode relationships and expectations for students and families.**

AN INVITATION TO BRAVE SPACE

Together we will create brave space. Because there is no such thing as a “safe space” – We exist in the real world. We all carry scars and we have all caused wounds.

In this space :

We seek to turn down the volume of the outside world, We amplify voices that fight to be heard elsewhere, We call each other to more truth and love.
We have the right to start somewhere and continue to grow.

We have the responsibility to examine what we think we know. We will not be perfect. This space will not be perfect. It will not always be what we wish it to be. But It will be our brave space together, and We will work on it side by side.



Notice Bias in yourself

“I realized that that the system not only shamed my students but it put my bias on display.”

Colleen



Notice Bias in yourself

“I had the best intentions,
but I had recognized that
despite that my actions
would cause harm”

Tamoya



**Students, Families, Staff, Teachers, Administrators
are LEADERS**

What are innovative leaders saying?

Leaders: anyone who holds themselves accountable for finding potential in people or processes

-Brene Brown

The Unthinkable and Unspoken Barrier to Student Success

Take 5 minutes on your own to:

[Review this excerpt from Dr. Saneé Bell - https://bit.ly/3kORsu2](https://bit.ly/3kORsu2)

As you read Dr. Bell address race, power and privilege in her school, here are the questions she's having other leaders consider:

- Are people having a difficult time engaging with students of color? Why or why not?
- Is there something occurring systemically in our schools that is making this issue more common?
- What is my role and responsibility in offering perspective on the issue?



Tricider Review: Here is what we're thinking...



- Are people having a difficult time engaging with students of color? Why or why not?
- Is there something occurring systemically in our schools that is making this issue more common?
- What is my role and responsibility in offering perspective on the issue?

Please share at this link:
tricider

<http://bit.ly/drbelltricider>

Implicit Bias

refers to the automatic and unconscious stereotypes that drive people to behave and make decisions in certain ways. It is the mind's way of making uncontrolled and automatic associations between two concepts very quickly.

**Color Blindness, Microaggressions and Deficit Thinking
all have their root in Implicit Bias**

**Exploring Implicit bias in ourselves
through case studies:**

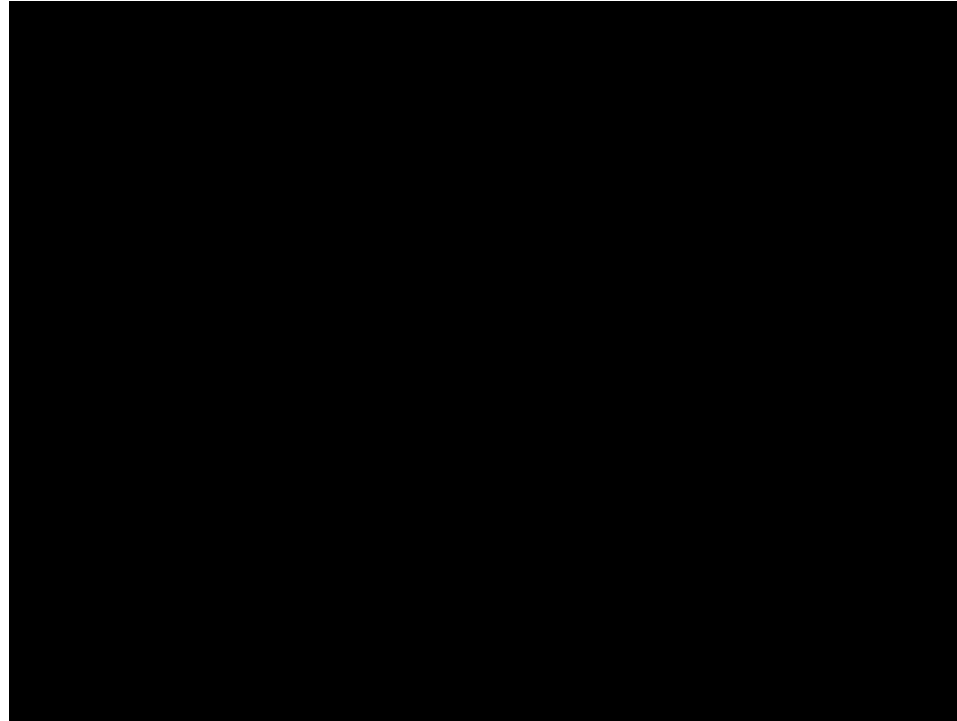
Color Blindness, Microaggressions, Deficit Thinking

Color Blindness

Color Blindness: Many sociologists argue that ideologies claiming not to see race risk ignoring racism.

- Color blind is a form of racism that erases the contemporary, lived, and systemic oppression of communities of Color. (Kohli, Pizarro, Nevarez, 2017)
- Silence around race maintains and legitimizes racism, thus constructing hostile racial climates for students of Color and teachers of Color. (Castagno, 2008; Chapman, 2013; Love, 2014; Amos, 2016; Kohli, 2016; Souto-Manning & Cheruvu, 2016)
- Color blindness risks little recognition of (Chapman, 2013; Gordon, 2012; Modica, 2015),
 - Profiling of Black students
 - Criminalizing of Black male students
 - Deficit perceptions of Black male students (Love, 2014), and
 - Hyper surveillance of Black girls (Wun, 2015),

Color Blindness Case Study



Color Blindness



Put yourself in the shoes of the director. How does her response represent a color blind perspective? what connection are you making to the research on racism that we explored?

Put yourself in the shoes of the teacher, how might the teacher rationalize her decision to give the student easier work?

Put yourself in the shoes of the parent, what impact might this exchange have on the parent and student over time?

Put yourself in the shoes of the student, what might you be thinking about yourself and the adults in this situation?

Please share at this link: Tricider <http://bit.ly/colorblindnesstricider>

Practical Action

- How does race, power and privilege play a role in this situation?
- Is my decision acknowledging or ignoring the student perspective?

Microaggressions

Microaggressions: everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.



Microaggressions: The assaulted sense of self



Psychotherapy
NETWORKER

THE ASSAULTED
SENSE OF SELF

Ken Hardy, PhD

Microaggressions



Directions:

Review the narratives of Angel and Darrell.

In what ways did you hear the concept of the assaulted sense of self show up in the students' reflection?

How can we work toward creating psychological safety for the students that Ferg-Flor serves?

Tricider link

Please share at this link: Tricider

<http://bit.ly/microaggressionstricider>

Practical Action

- Instead of asking yourself “What is wrong with them?” we need to ask the trauma-informed question, “What has happened to them?” (Hardy, 2013)
- Ask students and listen to them share ways that they experience microaggressions in school. Take action to ensure you are not perpetuating microaggressions towards students.

Deficit Thinking

Deficit thinking refers to the notion that **students (particularly low income, students of color)** fail in school because such students and their families have deficits that obstruct the learning process (e.g. limited intelligence, lack of motivation and inadequate home socialization).

- The research delineates the overrepresentation of Black and Latinx students in special education as **guided by assumptions of cultural deficits and pseudoscientific placement processes that result in misguided conceptualizations of disability** (Ahram, Fergus, & Noguera, 2011), as well as inequitable resource allocation, inappropriate curriculum and pedagogy, and inadequate teacher preparation (Blanchett, 2006).

Deficit Thinking

When asked to give advice regarding what needed to change to improve indigenous education, the majority of educators in the study identified factors in the students' home life.



Deficit Thinking



Prompts:

- In what ways do you see deficit thinking playing out in schools?
- **“We are actually going to talk about a white system in deficit, a problem with a system and a workforce engaged in not understanding a whole community of children that they are charged with teaching.”**

How might Ferg-Flor create a system that seeks to center on the most marginalized students rather than fall into deficit through about students?

[Tricider link](#)

Practical Action

- Seek to educate yourself about Black/Brown communities history and culture.
- Increase your inter-cultural connection by participation and relationships outside of schools with Black/Brown communities.

Inter-cultural Connections

Teachers who have daily engagement in their students' cultures are most likely to make the pedagogical shifts needed to change their teaching practices.



Taking Action Within MySelf for Our Students

Practical Action

1. How does race, power and privilege play a role in this situation?
2. Is my decision acknowledging or ignoring the student perspective?
3. Instead of asking yourself “What is wrong with them?” we need to ask the trauma-informed question, “What has happened to them?” (Hardy, 2013)
4. Ask students and listen to them share ways that they experience microaggressions in school. Take action to ensure you are not perpetuating microaggressions towards students.
5. Seek to educate yourself about Black/Brown communities history and culture.
6. Increase your inter-cultural connection by participation and relationships outside of schools with Black/Brown communities.



Do You Hear Me?

What did you hear our students say?

What does it make you feel and think?

Recognize

biases and inequities in self, others, curriculum, and practices.

Think → *Why is this problem happening?*

What does it make you want to do?

Respond

to biases and inequities in the immediate term.

Think → *Action*



**Recognizing Bias
and Inequitable
Practice in myself
helps us to live out
compassion for
students**

Key Recent findings:

1. Students have big, clear plans.
2. Most students do what they're asked in school— but are still not ready to succeed in college/career.
3. Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers **who hold high expectations**.
4. Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these four resources than their peers.
5. Greater access to the four resources can and does improve student achievement—particularly for students who start the school year behind.

Taking Action Within Myself for Our Students

Recognizing Bias and Inequitable Practice in myself helps us to live out compassion for students

1. Privately Jot Down Biases: What are 2 or 3 points of bias that influence your behavior or practice with (consider if colorblindness, deficit thinking, and microaggressions)

Equity Literacy requires noticing bias in ourselves

Recognize

biases and inequities in self, others, curriculum, and practices.

Think → *Why is this problem happening?*

Redress

biases and inequities in the long term.

Think → *Disrupt*

Respond

to biases and inequities in the immediate term.

Think → *Action*

Create & Sustain

a bias-free and equitable learning environment.

Think → *Impact*

Apply

an equity cognitive frame to individual and institutional practices.

Think → *Continuous Improvement and Culture*

Next Action

1. Consider and Keep your List of bias for reflect.
2. Discuss moments when you see opportunity for more equitable practice in your work.



Let us know what you thought of this event!

<http://bit.ly/FergFlorANetBiasSurvey>



Request for Proposal

**Professional Development
for *Social Justice for
Anti-Racist Schools***

**Teacher Created Materials, Inc.
5301 Oceanus Drive
Huntington Beach, CA 92649 800.858.7339**

July 24, 2020, 2:00 PM CST

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TAB A: BASIC INFORMATION

TAB A: BASIC INFORMATION

Thank you for the opportunity to submit Teacher Created Materials' (TCM) qualifications as providers of Professional Development for Social Justice for Anti-Racist Schools for use by Ferguson-Florissant School District (herein referred to as the District). The professional learning and coaching support options TCM is proposing encompass all the specifications set forth in RFP: Professional Development for Social Justice for Anti-Racist Schools by the District.

For over 40 years TCM has published innovative, imaginative, and award-winning resources for teachers and students in all subjects for Grades K-12. Our driving vision is to Create a World in which Children Love to Learn! TCM began in 1977 when Founder and CEO Rachelle Cracchiolo wrote her first book, Quick Fun Art, with a fellow teacher. TCM continued to expand its product line, always using the latest research and best classroom practices to ensure student success. TCM's products are evidence based—our data shows that our products have directly increased student achievement.

To support the effective use of its curriculum and professional resources, TCM has a comprehensive professional services division that has become the preferred provider of professional development for educators across the United States. For over 30 years, TCM's professional development services have supported states', districts', and schools' needs with the constant goal of sustainable, long-term school improvement and increased student achievement. Several training formats and options are offered that include critical topics, sought after presenters, and rich, practical content. All professional development and coaching sessions delivered by TCM embed best practices with hands-on application, so participants are able to utilize the skills and strategies learned immediately in their classroom instruction. TCM's consultants work closely with school and/or district representatives to tailor the topic and content to meet the needs of the audience.

As our company has grown, one thing has remained consistent—teachers around the world depend on us to produce quality, easy to use, educationally sound materials and provide professional learning that develops teachers' pedagogical knowledge and provides teachers with a toolbox of instructional strategies. Today, TCM is a leading educational publisher with products that are used in classrooms in all 50 states and in 89 countries. Everything we publish is still created by teachers for teachers and students because we still believe that no one knows what teachers need more than other teachers and we know that all students can become lifelong learners. Each year we provide professional development to over 10,000 teachers, helping them to perfect their craft. It is that sense of commitment to teachers, students, and the community that exemplifies our mission, vision, and values and underlies everything we do.



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While the company's primary offices are in California, TCM has satellite offices in 28 states, with representation worldwide. TCM currently employs over 125 full- or part-time workers, including a wide network of authors and educational experts and consultants.

TCM works in a partnership with district-level administrators to develop a comprehensive professional development plan designed to increase efficacy and skills of District instructional leaders and teachers and is tailored to meet the District's specific goals as it relates to social justice for anti-racist schools. Working in a partnership with the District, TCM will create timelines and modes of delivery for the professional development services to be provided. The scope and sequence developed for each area of focus can be varied and adjusted based on needs, length of time, professional learning objectives, and delivery modes required. TCM's highly-qualified professional development team will work in partnership with key district-level administrators to develop methods for assessing the effectiveness of the professional development and the efficacy of the instructional and leadership strategies implemented in and out of the classroom to help build teacher and administrator capacity and pedagogy and increase student achievement.

TAB B: VENDOR PERSONNEL PROFILE

TAB B: VENDOR PERSONNEL PROFILE

In addition to its company experience, TCM consultants represent the highest level of expertise in education. All consultants are current or former classroom teachers, credentialed and certified in various specialty areas including literacy, mathematics, science, social studies, and other disciplines. Many hold master’s degrees in education, including focuses on English language learners, special education, curriculum and instruction, early childhood education, and others. TCM’s high standards ensure that its consultants are of the premier or utmost caliber.

For the work of Culturally and Linguistically Responsive Teaching and Learning (CLR), Shell Education is proud to have a partnership with Dr. Sharroky Hollie. This partnership allows for members of Dr. Hollie’s team to work alongside TCM to provide professional development and CLR coaching. Further, all of the supporting professional resources are created with a focus on two aspects of culturally and linguistically responsive instruction: a focus on equity and diversity and a focus on pedagogy. TCM strives to make its resources and professional development educationally, culturally, and socially relevant.

INDIVIDUAL ASSIGNED TO PROJECT

The following personnel are considered the key contact persons involved in the planning and development of services as it relates to this RFP. All communications will originate with Jon Dwyer, St. Louis-based TCM Sales Consultant. Mr. Dwyer will be available for face-to-face meetings* as well as conference calls on an as-needed basis.

Operations	Sales
<p>Mary Kittrelle Chief Financial Officer mary.kittrelle@tcmpub.com 5301 Oceanus Drive Huntington Beach, CA 92649 714.891.2273 (Office) 714.489.2071 (Fax)</p>	<p>Jon Dwyer Sales Consultant jon.dwyer@tcmpub.com 5301 Oceanus Drive Huntington Beach, CA 92649 (847) 612-8460 (Cell) 714.891.2273 x380 (Office) 714.489.2071 (Fax)</p>

The following personnel will also be involved in the implementation of RFP: Professional Development for Social Justice for Anti-Racist Schools for Ferguson-Florissant School District.

- In addition to Jon Dwyer, all communications regarding the implementation of professional development will originate with Director of Professional Learning, Heather Brooke and TCM Academic Officer, Carrie Eicher. Members of the Professional Learning



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Division will be available for face-to-face meetings* as well as web-based conference calls on an as-needed basis.

**Please note that due to the current global pandemic surrounding Covid-19, TCM has suspended all travel for its employees and education consultants. As this situation changes often, please feel free to reach out for the most current information on this temporary travel restriction.*

Upon award of contract, the following personnel will be dedicated to the purchase and implementation of professional development for the District.

Field Sales

Eric Langsam
Mid-Atlantic Regional Vice President
843.452.5753
elangsam@tcmpub.com

Jon Dwyer
MO Sales Consultant
847.612.8460
jon.dwyer@tcmpub.com

Sales and Marketing

Trish Garza (as needed)
Executive VP of Sales and Marketing
tgarza@tcmpub.com

Doug Towne (as needed)
Vice President of Direct to School Sales
dtowne@tcmpub.com

Client Services Support

Katie Barry
Senior Operations Analyst
kbarry@tcmpub.com

Professional Learning

Heather Brooke
Director of Professional Learning
hbrooke@tcmpub.com

Dr. Sharroky Hollie
Director of The Center for Culturally and Linguistically Responsive Teaching and Learning
drrocked@gmail.com

Carrie Eicher
Academic Officer
carrie.eicher@tcmpub.com

RFP: Professional Development for Social Justice for Anti-Racist Schools



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Executive Team

In addition to the personnel listed above, the following senior management will be part of all decision making related to delivering the services for the District:

Corinne Burton, President

Part of the original founding family of TCM, Mrs. Burton’s background includes classroom teacher, author, and professional development facilitator. As TCM’s president, she currently manages the day-to-day operations of TCM and oversees all curriculum development.

Rich Levitt, Chief Operating Officer

Employed by TCM for over 20 years. Prior to joining TCM, Mr. Levitt spent his early career working in the textbook industry.

Mary Kittrelle, Chief Financial Officer

Prior to joining TCM two years ago, Ms. Kittrelle was the Director of Finance and Operations for a large real estate firm where she oversaw and improved all operating and finance functions.

Ferguson-Florissant School District • RFP: Professional Development for Social Justice for Anti-Racist Schools**PROFESSIONAL DEVELOPMENT FACILITATORS, CONSULTANT, AND COACHES**

The following is an abbreviated list and short bio of some of the members of the professional learning team.

Carrie Eicher, M.A.Ed.

Carrie Eicher currently serves as an Academic Officer for Teacher Created Materials. In her role, she provides professional development and training on TCM curriculum materials and Shell Education professional resources for school districts, teachers, and educational trainers. Prior to joining TCM, Carrie worked with Dr. Sharroky Hollie as a coach and consultant. She has served as a primary grades classroom teacher, taught at all grade levels K-12 as an Integrated Arts Specialist, served as instructional coach, Dean of Academics and Instruction, and finally as an administrator at the middle school level.

Nicole Elliott

Nicole Lusiani Elliott serves as an instructional coach and professional development associate for Dr. Hollie's team. Nicole also works at the Center to Support Excellence in Teaching at Stanford University, primarily in areas of history education and instructional equity; in the Hollyhock Fellowship; the AP Success Research Project; and as a pedagogy partner with Stanford Global Studies. She previously spent 19 years teaching at an East Bay public high school.

Sharroky Hollie, Ph.D.

Dr. Sharroky Hollie is the author of numerous publications and professional resources and executive director of the Center for Culturally Responsive Teaching and Learning, a non-profit organization dedicated to educators desiring to become culturally responsive. Shell Education is proud to have a partnership with Dr. Hollie in working toward the dual goals of making the theory of Cultural and Linguistic Responsiveness (CLR) palatable for teachers in the classroom and creating exemplary classroom models for what CLR classroom instruction looks like. To that end, in collaboration with TCM's Shell Education division, Dr. Hollie has authored several bestselling professional resources including *Culturally and Linguistically Responsive Teaching and Learning* as well as the *Strategies for Culturally and Linguistically Responsive Teaching and Learning* resource to support it. Dr. Hollie also curated the collections of culturally authentic literature and informational texts found in TCM's *Culturally Authentic and Responsive Texts*. Dr. Hollie provides extensive professional development workshops and keynotes for school districts, administrators, and educators nationwide.

Ferguson-Florissant School District • RFP: Professional Development for Social Justice for Anti-Racist Schools***Gina Spoo***

Gina Spoo earned her degree in Elementary Education from Augsburg University and a Masters in Literacy Education from Hamline University. She has worked in the education field for 19 years. Currently, she serves as a Culturally Responsive Instructional Coach in the Hopkins School District and the Edina School District in Minnesota. Through her coaching she can work with teachers K-12, administrators, and other educational staff. She helps to support teachers and school sites with staff development, and creates sustainability plans that help enrich the lives of children, one classroom at a time.

In addition, Gina works with Dr. Hollie's team as a lead coach, consultant, and author of the Skillset section of the monthly VABB Perspectives Newsletter as well as the monthly CLR-it emails. Her expertise and passion for CLR work have most recently been demonstrated at the 2017 CLR Summer Institutes that the CCRTL hosts annually. Because of her continuous devotion to the work, she has been selected for two consecutive years to be the presenter. She finds it an honor to be able to work with so many educators across the Midwest to ignite their own passion for this very important work.

Lydia McClanahan

Lydia McClanahan has been an educator for 20+ years, and earned her MLIS at San Jose State University. She began her journey in cultural and linguistic responsiveness in 1998 as a facilitator for LAUSD's Academic English Mastery Program, and went on to become one of the founding middle school teachers at the Culture and Language Academy of Success (CLAS). During her time at CLAS, Lydia began serving as an instructional coach on Dr. Hollie's team. She has served as a lead instructional coach for the last 7 years, during which time she began to curate Responsive Reads, a newsletter, that illuminates diverse authors and culturally authentic texts.

Daniel Russell

Daniel Russell has been an educator for over 20+ years. He entered into public school education as a 1994 Teach for America corps member where he was placed in the Los Angeles area. There, he taught 3rd – 5th grade for 9 years at 99th Street Elementary School in the Watts community. At 99th, he was introduced to culturally and linguistically responsive (CLR) teaching via the Language Development Program for African American Students (LDPAAS) which later became the Academic English Mastery Program (AEMP). He served as a facilitator for LDPAAS/AEMP for 8 years before passing on the role to another teacher and taking on the role of EL Coordinator. While at 99th, his 5th grade class was featured in a segment about linguistics on the PBS special entitled Do You Speak American?

In 2003, he left 99th and became a founding teacher at Dr. Hollie's charter school—Culture and Language Academy of Success (CLAS). At CLAS, he served for 10 years, first as a 5th grade

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teacher then as a history teacher for 6th – 8th grade. While serving at CLAS, he also took on the part-time role of CLR instructional coach on Dr. Hollie’s team. As an instructional coach, he specializes in culturally responsive classroom management and culturally responsive standardized test preparation.

In 2014, he shifted to teaching 6th grade Humanities at charter school in the south LA area. After 2 years in this role, he left the classroom for the first time in his career and took on the role of Dean of Culture and Climate for the school. As dean, part of his role was coaching and supporting teachers with CLR. He also worked on implementing culturally responsive approach to PBIS and MTSS, restorative practices, and trauma-informed schooling (i.e. healing-centered engagement). In 2018, he transitioned from his role as dean to a full-time CLR instructional coach on Dr. Hollie’s team. Currently, he is pursuing his doctorate in Organizational Change and Leadership at USC’s Rossier School of Education. His dissertation is focused on the problem of the persistence of racial disproportionality in exclusionary discipline in schools despite their implementation of the PBIS framework. Specifically, he is examining how knowledge, motivation, and factors influence the implementation of PBIS in a culturally responsive manner.

Dr. GeNita Williams

Dr. GeNita Williams was born, raised, and educated in St. Louis, Missouri. Dr. Williams has been a teacher and school leader for 20 years, with five of those years being an urban middle school, turnaround principal. Dr. Williams earned her Bachelor’s degree from Harris-Stowe State University, her Master’s degree from the University of MO–St. Louis and her Doctorate degree from the University of Phoenix. Dr. Williams has been a proud member of Sigma Gamma Rho Sorority Inc. for 25 years! Today, Dr. Williams is a practicing consultant in her own business, You+Me=WE Consulting Solutions, LLC and also works on Dr. Hollie’s team. Dr. Williams is passionate about providing educational opportunity and access to children of color and believes the goal of every educator should be to ensure students are learning about themselves as well as being educated in an environment that shows appreciation and respect for the diverse needs and capabilities of each student.

TAB C: VENDOR EXPERIENCE PROFILE

TAB C: VENDOR EXPERIENCE PROFILE

Due to recent events in our nation, specifically the murder of George Floyd and the resulting uprising, school districts are responding to the increasing urgency for prioritizing anti-racist policies and practices within their local educational system. The need for anti-racist social justice reform has always existed but these events, along with the pandemic, have illuminated the systemic inequities that have plagued the educational system for centuries. These inequities have only been magnified and can no longer be ignored or held at bay with a temporary fix. Districts recognize a renewed focus must be placed on the transformation of leadership and instructional practices that connect anti-racist tenets with district policies, community relationships and classroom instruction.

One of the major challenges facing public education today is educators are inadequately prepared with the cultural knowledge, awareness, and understanding to identify and recognize how their biases impact their perceptions of, and reactions to students, their instructional decision making, and even the relationships they develop with the students and families they serve. This insufficient preparation often creates a cultural gap between teachers and students that leads to cultural misunderstanding, deficit driven decision making, and assumptions based on biases and ignorance to the cultural and linguistic identities of their students. This lack of preparedness limits the ability of educators to choose effective instructional practices and curricular materials that validate, affirm, and build upon the cultural and linguistic repertoires of their students. Therefore, sufficient training around the differences between culture and race, how culture and language impact learning, and how to view cultural and linguistic identities as an asset rather than a deficit is critical to bridging that gap.

Culturally responsive teaching and learning responds to a student's academic, behavioral, and social needs by taking into account their cultural and linguistic identities and utilizing a pedagogy centered on the validation and affirmation of those cultural and linguistic identities, while also building and bridging students to success in school. Dr. Sharroky Hollie defines culturally and linguistically responsive teaching and learning as "the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society." Through his research and work with teachers across the country, Dr. Hollie has found that teachers who use culturally and linguistically responsive teaching practices, regardless of the content they are teaching, consistently demonstrate the following:

- They view students' cultural and linguistic backgrounds and experiences as an asset to learning and use this knowledge as capital to build on rather than as a barrier to learning.

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- They build on their students’ personal experiences and interests as the basis for instructional connections that facilitate increased student engagement and achievement.
- They view behavior as cultural after learning about cultural behaviors according to research, and use that information to identify instructional protocols that integrate those cultural behaviors into the learning process through collaborative teaching methods, strategies, and ways of interacting that support their students’ cultural and linguistic identities.

In partnership with Dr. Hollie, Teacher Created Materials (TCM) has brought the work of CLR to thousands of educators across the country, and across the world. Through a strategic series of professional development opportunities, Dr. Hollie, his coaching team and CLR-certified TCM trainers have transformed the mindset and skillset of thousands of teachers, administrators, and informal educators into practitioners of culturally and linguistically responsive teaching and learning.

The aim is accomplished through three broad strands of development: professional development, school/district development, and community development. With these three strands, we inform all stakeholders concretely and practically in what it means to be culturally responsive, through a shift in mindset and change in skillset. This includes explicitly addressing deficit thinking, practices, and mindsets stemming from implicit and explicit biases, and developing educators’ skillset in culturally and linguistically responsive practices responsive to students’ cultural and linguistic behaviors. We influence institutional policies and practices, and we inspire changes in behaviors—individually and institutionally.

TCM and Dr. Hollie have partnered to develop teachers’ capacity in using culturally and linguistically responsive teaching strategies. Every professional development plan is based on Dr. Hollie’s research encapsulated in the Shell Education professional resource title, *Culturally and Linguistically Responsive Teaching and Learning*, 2nd Edition, the professional development extension resource, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*, as well as the classroom support resource, *Culturally Authentic and Responsive Texts*. Written to address all grade levels, these invaluable resources provide novice and experienced educators with a pedagogical framework for implementing culturally and linguistically responsive teaching strategies in their increasingly diverse classrooms. Teachers will learn to implement best practice instructional strategies with the concrete activities provided in both professional resources. These comprehensive resources will teach educators how to approach their instruction through a culturally and linguistically responsive lens. Each resource focuses on and incorporates strategies in the areas of culturally responsive classroom management, culturally responsive academic vocabulary, culturally responsive literacy and culturally responsive academic language. When these resources are paired with our highly sought-after

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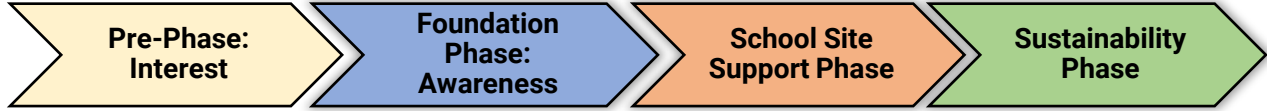
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professional development sessions, including keynotes with Dr. Hollie, teachers and building leaders leave well equipped to navigate the issues they face around racial disparities and cultural and linguistic diversity in their classrooms, schools, and district.

Please see below for an overview of a premium professional development plan which consists of three phases, including an optional pre-phase: Interest (pre-phase), Foundation (Phase 1), School Site Support (Phase 2), and Sustainability (Phase 3). This plan can be scaled out in response to individual district needs and capacity, accomplishing all phases within a 1- to 5-year timeframe, depending on individual time constraints, budget, and readiness variables, which will be determined in consultation with Dr. Hollie.

Below the overview, please find a sample professional development plan custom to Ferguson-Florissant School District based on the provided professional development dates. This plan is proposed for Year 1 of the professional development progression, beginning with a potential cohort of schools. Each year, additional cohorts will be added and cycled into the plan, in addition to the next steps in the plan (additional workshops in Phases 2 and 3).

Overview of Premium Professional Development Plan
 Culturally and Linguistically Responsive Teaching and Learning
 See below for sample custom plan for Ferguson-Florissant School District



NOTE: Every premium professional development plan begins with a consultation with Dr. Hollie.

Pre-Phase: Interest

(Optional) Overview Keynote: 6 Ways to Know You Are Culturally Responsive

This workshop will highlight 6 indicators of cultural responsiveness and provide an introduction to Dr. Hollie, including an overview of the work of CLR.
**Virtual and in-person options available*

Foundational Phase: Awareness

Implementation benchmarks and recommendations: 12 hours of professional development.
 Minimum of 9 hours required to proceed to school site support level .

Awareness Day 1

Focus on Culture and the Instructional Benefits (Mindset Focused)

- Defines concretely what cultural responsiveness is and why it is necessary in our schools today.
- Builds knowledge and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system.
- Promotes the focus on effective instructional strategy utilization in a way that validates and affirms underserved students across content areas and grade levels.

Choose **ONE** of the options below based on need/capability

In-Person Options

Focus on Culture—Full Day (6 hours)	Focus on Culture—LITE (3 hours)
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Virtual Options

VABB Online Academy Focus on Culture	Live Webinar (100 or less) Focus on Culture LITE	YouTube Live Stream (groups of 300+) Focus on Culture LITE
<ul style="list-style-type: none"> • Self-Paced/Asynchronous • Pre-recorded in front of a live audience • Module Based—Five (5), 1-hour modules • Includes LIVE Q&A session during or after completion of course 	<ul style="list-style-type: none"> • 60-75-minute sessions live with Dr. Hollie • Integrates self-directed activities between sessions • Includes opportunity for Q&A with Dr. Hollie 	<ul style="list-style-type: none"> • 60-75-minute session live with Dr. Hollie • Includes opportunity for Q&A with Dr. Hollie

Awareness Day 2 (virtual and in-person options available)		
<p>*Culturally Responsive Classroom Management Workshop (Skillset Focused)</p> <ul style="list-style-type: none"> Separate out cultural behaviors from disruptive behaviors, reflect upon unconscious biases, learn about cultural behaviors according to research, and practice management strategies for building on cultural behaviors. <p>Classroom Management Jumpstart Workshop (Required if continuing with coaching)</p> <ul style="list-style-type: none"> Designed to help teachers with their use of the strategies through modeling and immersion. The workshop also helps teachers begin to understand the WHY of the CLR strategies and how they can be used to validate and affirm cultural behaviors. <p style="text-align: center;">*Workshops below can be substituted for Classroom Management:</p>		
<i>Culturally Responsive Academic Vocabulary</i>	<i>Culturally Responsive Academic Literacy</i>	<i>Culturally Responsive Academic Language</i>
School Site Support Phase—Development of Classroom Models (virtual and in-person options available)		
<p>Recommendation:</p> <ul style="list-style-type: none"> Minimum of 4 instructional cycles with 10-12 teachers per cadre. Examples include: 20 teachers (2 cadres) coached 2x or 40 teachers (4 cadres) coached once. Virtual and in-person options available 		
<p>CLR Coaching Cycle</p> <ul style="list-style-type: none"> Coach Prep: Review Session of CLR strategies <i>*Optional: Prepares cadre for coaching</i> Each cadre member attends a coach prep session to further build knowledge for all teachers prior to coaching. Coach I: Observation/Coaching with Technical Feedback <i>*Establishes baseline after management/engagement workshop and collaborative</i> Each cadre member will be visited for a 15-minute observation. Coach IIA and IIB: Post-Lesson Planning Collaborative Classroom Observation <i>*Followed by coaching with technical feedback</i> All cadre members are observed by a CLR coach for 30 minutes on a specific lesson. The coach debriefs with each cadre member individually or in small groups for 15-20 minutes after each observation. 		
Additional Workshops Available:		
<ul style="list-style-type: none"> <i>Culturally Responsive Academic Vocabulary Workshop</i> 	<ul style="list-style-type: none"> <i>Culturally Responsive Academic Literacy Workshop</i> 	
<ul style="list-style-type: none"> <i>Culturally Responsive Academic Vocabulary Jumpstart</i> 	<ul style="list-style-type: none"> <i>Culturally Responsive Academic Literacy Jumpstart</i> 	

Sustainability Phase—Developing CLR Teams

(virtual and in-person options available)

Implementation benchmarks and recommendations:

Establish a CLR Team at each site who will attend accompanying workshops below.

Culturally Responsive Leadership Workshop

(Building and Central Office Leaders)

Emphasizing the “Four Knows”, participants will reflect on their leadership capacity through the lens of culture. This keynote will emphasize leadership actions within schools to create a culture and system of cultural and linguistic responsiveness and build capacity of teachers and other members of the school community.

Supporting Teachers in Becoming CLR

(Instructional Coaches and Building Leaders)

This workshop will train teachers (must have completed our foundations training and instructional coaching cycle) on how to be an instructional model of the CLR approach and a mindset model.

CLR for Teacher Leaders

CLR is grassroots and a bottom-to-top leadership model by nature. Teachers are the best leaders of CLR because they can model the instructional approach and, as models, peer coach their colleagues into becoming CLR. The CLR Teacher Leaders (CLRTLs) Training gives teacher leaders the mindset and skillset necessary to lead others in CLR, starting at the classroom level. Two full days that can be scheduled consecutively or spread out in four halves, CLRTLs will deepen their CLR instructional practices by delving more into academic literacy and academic vocabulary and by learning how to do CLR professional development and CLR coaching. Teacher Leaders also receive another year of coaching—one observe/feedback session, one co-planning for PD session, and one co-coaching session.

Sample 2020-2021 Custom Professional Development Plan Ferguson-Florissant School District

Every Premium Professional Development plan begins with a consultation with Dr. Hollie.
Decisions regarding numbers of schools, number of workshops, number of teachers being coached, and other important plan decisions will be determined during this consultation.

Event Date	Event (See Session Descriptions Above)			Event Trainer
2020-2021				
Foundation Phase: Awareness				
Implementation benchmarks and recommendations: 12 hours of professional development. Minimum of 9 hours required to proceed to school site support level.				
Awareness Day 1				
Recommended Resource: <i>Culturally and Linguistically Responsive Teaching and Learning, Grades K-12 (2nd Edition)</i>				
Virtual Keynote Options				
8/14/20	VABB Online Academy Focus on Culture <ul style="list-style-type: none"> Self-Paced/ Asynchronous Pre-recorded in front of a live audience Module Based—Five (5), 1-hour modules Includes LIVE Q&A session during or after completion of course 	Live Webinar (100 or less) Focus on Culture LITE <ul style="list-style-type: none"> TWO 60-75-minute sessions live with Dr. Hollie Integrates self-directed activities between sessions Includes opportunity for Q&A with Dr. Hollie 	YouTube Live Stream (groups of 300+) Focus on Culture LITE <ul style="list-style-type: none"> TWO 60-75-minute sessions live with Dr. Hollie Integrates self-directed activities between sessions Includes opportunity for Q&A with Dr. Hollie 	Dr. Hollie
Awareness Day 2				
Recommended Resource: <i>Strategies for Culturally and Linguistically Responsive Teaching and Learning</i>				
11/10/20	Culturally Responsive Classroom Management Workshop *Virtual and in-person options available			Dr. Hollie
12/18/20	Classroom Management Jumpstart Workshop (Required if proceeding to coaching at next level) *Virtual and in-person options available			Dr. Hollie and Coach

School Site Support Phase—Development of Classroom Models (virtual and in-person options available)		
Recommendation: <ul style="list-style-type: none"> • Minimum of 4 instructional cycles with 10-12 teachers per cadre. • Examples include: 20 teachers (2 cadres) coached 2x or 40 teachers (4 cadres) coached once. • Virtual and in-person options available 		
TBD Dec-Feb 2021	CLR Coaching Cycle #1 <i>CLR Coach Prep and/or Coach 1</i> <i>Coach 2A</i> <i>Coach 2B</i> <i>(3 site visits per cycle)</i>	Dr. Hollie
2/12/21	Culturally Responsive Academic Vocabulary Workshop	Dr. Hollie
4/2/21	Culturally Responsive Academic Literacy OR Language Workshop	Dr. Hollie

TAB D: REFERENCES

TAB D: REFERENCES

As a provider of professional development services, TCM has worked with districts large and small to increase administrator and teacher effectiveness through a variety of professional development models including onsite and virtual professional development workshops, coaching, institutes, and recorded webinar trainings. TCM understands how to work with all levels of administration to design and execute professional development support and training that helps to achieve strong implementations of professional development, creates effective partnerships, successfully maximizes capacity, and offers sustainability.

TCM and Dr. Hollie have partnered to develop teachers' capacity in using culturally and linguistically responsive teaching strategies. Our proposed professional development plan is based on Dr. Hollie's research encapsulated in the Shell Education professional resources, *Culturally and Linguistically Responsive Teaching and Learning*, 2nd Edition, as well as the professional development extension resource, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*, and classroom support resource, *Culturally Authentic and Responsive Texts*, available in grades K-5. TCM's professional development workshops will guide educators in becoming more culturally responsive through the validation and affirmation of who students are culturally and linguistically.

TCM's relevant experience and technical capabilities to perform the services required by the District is extensive, and we offer the following list of professional learning services that have been performed, or are currently being performed, with districts across the country over the past five years.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

Community Consolidated School District 15 (CCSD 15) is the second largest elementary district in Illinois with more than 12,000 students. 26.8% of CCSD 15 students are English learners, 35.3% of students are Hispanic, 18.8% are Asian, and 03.6% Black. More than 70 languages or dialects are spoken in the homes of CCSD 15 students. CCSD 15 has fifteen K-6 schools, four junior highs, and one alternative school. It serves a diverse population of all or part of seven northwest suburban communities: Palatine, Rolling Meadows, Hoffman Estates, Inverness, South Barrington, Arlington Heights, and Schaumburg.

CCSD 15 began its partnership with Teacher Created Materials in 2018, and they are currently embarking on Year 2 of a 3-year comprehensive partnership with TCM and Dr. Hollie around the work of Culturally and Linguistically Responsive teaching (CLR). The professional learning model created by TCM focuses on the implementation of culturally and linguistically responsive

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teaching and learning to develop educator’s mindset and skillset around topics of equity, including a focus on the pedagogy in the areas of responsive classroom management, culturally responsive academic vocabulary, culturally responsive academic literacy and culturally responsive academic language. CCSD 15 is quickly becoming a model district for CLR teaching through its dedication in implementing the practice across all 20 of its schools.

By the year 2023, CCSD 15 will have twenty schools

- that will have received the Foundation Phase 1 training (Day One and Day Two) with plans for provision of such training annually for new teachers.
- that have reached a ‘critical mass’ of at least 20 teachers (or 60% of staff) as having received at least one round of professional coaching in their classroom.
- where 100% of school staff responds to students in a culturally and linguistically responsive manner.
- operating one lab classroom (at each school site) that is taught by a cadre member who leads binder studies and ongoing professional development at the building level.
- who receive ongoing coaching and coordination from 2.0 FTE District CLR coaches and represents their school at the District CLR Leadership Team meetings.

In May, teachers were scheduled to continue their work around CLR by attending the *Culturally Responsive Academic Vocabulary* Workshop and continue in-classroom coaching. Due to the global Covid-19 pandemic, CCSD 15 has transitioned to virtual professional development and coaching.

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Dr. Sharroky Hollie
Carrie Eicher, TCM Academic Officer

Ferguson-Florissant School District • RFP: Professional Development for Social Justice for Anti-Racist Schools**PALM SPRINGS UNIFIED SCHOOL DISTRICT**

Palm Springs Unified School District (PUSD) is one of three public education governing bodies in the Coachella Valley desert region of Southern California and serves approximately 22,000 students. Approximately 29% of their student population are English Learners and 89.6% qualify for free and reduced-price meals. Beginning in August of 2019, PUSD began work with TCM and Dr. Hollie on a Premium CLR Professional Development plan. Teachers attended the Foundations Phase 1 training entitled Journey to Responsiveness: A Focus on Culture and the Instructional Benefits. This training concretely defined what cultural responsiveness is and why it is necessary in our schools today. Teachers built their knowledge and created the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system. Finally, teachers learned how to promote a focus on effective instructional strategy utilization in a way that validates and affirms underserved students across content areas and grade levels. Following this training in December, teachers attended the *Culturally Responsive Classroom Management* Workshop. This workshop helps teachers separate out cultural behaviors from disruptive behaviors, reflect upon unconscious biases, learn about cultural behaviors according to research, and practice management strategies for building on cultural behaviors.

In April, teachers were scheduled to continue their work around CLR by attending the *Culturally Responsive Academic Vocabulary* Workshop and the *Culturally Responsive Classroom Management Jumpstart* which precedes the beginning of the instructional coaching cycle. Unfortunately, this work has been put on hold due to the global Covid-19 pandemic. When in-person instruction resumes, as will the work around implementing culturally and linguistically responsive teaching strategies across the district.

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SCHOOL DISTRICT 89

School District 89 is an Illinois public elementary school district that serves the Maywood, Melrose Park, and Broadview communities. Within the nine schools, District 89 supports over 5,000 students in Preschool – 8th grade. District 89 was set to begin work with Dr. Hollie around CLR in Spring 2020 but was initially interrupted by the Covid-19 global pandemic. After several planning meetings between Dr. Hollie and the district's CLR leadership team, the trainings were successfully transitioned to a virtual model beginning with a live/synchronous *Jumpstart Lite Virtual Session*. This virtual training provided immediate and relevant CLR professional learning support to all teachers who will be starting CLR coaching in Fall. Two sessions were provided, allowing for the total 90 participants to be split into 2 groups with 45 participants each. Each 60-minute session was conducted by a trained member of Dr. Hollie's team, followed by a 15-minute Q&A with Dr. Hollie. The district has tentatively scheduled the in-person Jumpstart Workshop to take place in August if the situation allows.

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STOCKTON UNIFIED SCHOOL DISTRICT

Stockton Unified School District (SUSD), located in California's Central Valley, serves over 40,000 students at 63 public schools. SUSD's minority enrollment is 94% of the student body (majority Hispanic), which is more than the California public school average of 77% (majority Hispanic). Additionally, a majority of the district's students come from socio-economically disadvantaged households. The city of Stockton is currently dealing with severe financial difficulties and has a violent past—the city is consistently at the top of the list of U.S. cities with high violent crime rates per capita. Historically, students of color have been severely undeserved and misunderstood within the district.



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For all of the reasons mentioned above, in 2019 SUSD identified a need for CLR training across the district as part of a strong initiative to change the district climate. At this time, TCM and SUSD began its partnership to help bring this initiative to life. TCM, Dr. Sharroky Hollie, and SUSD met many times to create a comprehensive professional development plan which began in January 2020 with the *Culturally Responsive Leadership Workshop*, specifically focused on the district's leadership team. All principals, vice principals, district-level administrators, and even board members attended this training.

In July, teachers were scheduled to begin their work around CLR by attending the *Journey to Responsiveness: A Focus on Culture and the Instructional Benefits* Workshop as well as the *Culturally Responsive Classroom Management* Workshop and the *Culturally Responsive Classroom Management Jumpstart* which precedes the beginning of the instructional coaching cycle. Unfortunately, this work has been put on hold due to the global Covid-19 pandemic. We are currently in discussions with the district to transfer this important work into a virtual model to continue teacher training around implementing culturally and linguistically responsive teaching strategies across the district.

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NOVA SCOTIA DEPARTMENT OF EDUCATION

Teacher Created Materials (TCM), Dr. Sharroky Hollie, and the Nova Scotia Department of Education began its partnership in 2018 to develop teachers' growth in using culturally and linguistically responsive teaching strategies to support the Department of Education's inclusive education initiative. The Nova Scotia Department of Education is responsible for overseeing education institutions (primary, secondary, and post-secondary) throughout the province that serves over 123,000 PreK-12th grade students. Beginning in September 2018, Dr. Hollie provided Culturally Responsive Pedagogy (CRP)* training at regional professional development seminars for approximately 13,000 educators throughout the province.

Over the course of the 2018-2019 and 2019-2020 school years, the 13 days of professional development were specifically tailored by Dr. Hollie to continually build on the foundation of CRP for all educators in the province. The trainings also included specific sessions to develop leadership capacity for sustainability of CRP and philosophies on the journey to responsiveness. In March, Nova Scotia educators were to attend additional CRP trainings with Dr. Hollie however due to the global Covid-19 pandemic those dates were temporarily put on hold.

*Culturally and linguistically responsive teaching and learning is referred to as CRP in Canada.

Client Contact Information:

*Available Upon Request

TCM Staff Responsible for this District:

Dr. Sharroky Hollie
Donna Waitte, TCM Sales Consultant
Jen Jump, TCM Academic Officer

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ADDITIONAL DISTRICTS BEGINNING THEIR CLR JOURNEY TO RESPONSIVENESS

The following is a list of districts that are currently in the process of beginning their journey to culturally and linguistically responsive teaching and learning.

1. FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

*Currently on hold until September with the hope that the work can begin in-person.

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2. OROVILLE UNION HIGH SCHOOL DISTRICT

*Currently planning on beginning their journey in a virtual setting.

Client Contact Information:

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3. GADSDEN INDEPENDENT SCHOOL DISTRICT

Client Contact Information:

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Carrie Eicher, TCM Academic Officer

4. ROSWELL INDEPENDENT SCHOOL DISTRICT

*Currently beginning their CLR journey with the virtual VABB Academy.

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Mike Gottlieb, Superintendent
Roswell Independent School District
300 North Kentucky
Roswell, NM 88201
mgottlieb@risd.k12.nm.us
575.627.2500

TCM Staff Responsible for this District:

Susan Sanchez, Local TCM Sales Consultant
Dr. Sharroky Hollie
Carrie Eicher, TCM Academic Officer

5. RICHARDSON INDEPENDENT SCHOOL DISTRICT

*Currently continuing their CLR journey with the virtual VABB Academy.

Client Contact Information:

Angie Lee, Director of Equity, Diversity, and Inclusion
Richardson Independent School District
400 S. Greenville Ave.
Richardson, Texas 75081
angie.lee@RISD.org
469.593.0334

TCM Staff Responsible for this District:

Todd McKay, Local TCM Sales Consultant
Dr. Sharroky Hollie
Carrie Eicher, TCM Academic Officer

6. SARASOTA COUNTY SCHOOLS

*Currently scheduled to begin their CLR journey virtually at the end of July.

Client Contact Information:

Sue Meckler, Director of Curriculum and Instruction
1960 Landings Blvd.
Sarasota, FL 34231
941.927.9000
Sue.Meckler@sarasotacountyschools.net

Brittany Shurley, Assistant Principal Intern
1960 Landings Blvd.
Sarasota, FL 34231
941.927.9000 x. 34301
Brittany.Shurley@sarasotacountyschools.net

TCM Staff Responsible for this District:

John Ruby, Local TCM Sales Consultant
Dr. Sharroky Hollie
Carrie Eicher, TCM Academic Officer

TAB E:

PROPOSED FEE STRUCTURE

TAB E: PROPOSED FEE STRUCTURE

The sample professional development plan and proposed fee structure outlined below will be customized to Ferguson-Florissant School District’s needs based on a number of factors including individual time constraints, budget, and readiness variables. These factors will be determined in consultation with Dr. Hollie prior to implementation of any plan which may adjust the overall cost of the professional development plan. Finally, all components described below are available to be delivered virtually.

Sample 2020-2021 Custom Professional Development Plan Ferguson-Florissant School District

Every Premium Professional Development plan begins with a consultation with Dr. Hollie. Decisions regarding numbers of schools, number of workshops, number of teachers being coached, and other important plan decisions will be determined during this consultation and may affect total cost.

Event Date	Event (See Session Descriptions Above)			Event Trainer
	2020-2021			
Foundation Phase: Awareness				
Implementation benchmarks and recommendations: 12 hours of professional development. Minimum of 9 hours required to proceed to school site support level.				
Awareness Day 1				COST: \$7,000
Recommended Resource:				
<i>Culturally and Linguistically Responsive Teaching and Learning, Grades K-12 (2nd Edition)</i>				
Virtual Keynote Options				
8/14/20	VABB Online Academy Focus on Culture <ul style="list-style-type: none"> Self-Paced/ Asynchronous Pre-recorded in front of a live audience Module Based—Five (5), 1-hour modules Includes LIVE Q&A session during or after completion of course 	Live Webinar (100 or less) Focus on Culture LITE <ul style="list-style-type: none"> TWO 60-75-minute sessions live with Dr. Hollie Integrates self-directed activities between sessions Includes opportunity for Q&A with Dr. Hollie 	YouTube Live Stream (groups of 300+) Focus on Culture LITE <ul style="list-style-type: none"> TWO 60-75-minute sessions live with Dr. Hollie Integrates self-directed activities between sessions Includes opportunity for Q&A with Dr. Hollie 	Dr. Hollie

Awareness Day 2			
Recommended Resource: Strategies for Culturally and Linguistically Responsive Teaching and Learning			
11/10/20	Culturally Responsive Classroom Management Workshop *Virtual and in-person options available	COST: \$7,000	Dr. Hollie
12/18/20	Classroom Management Jumpstart Workshop (Required if proceeding to coaching at next level) *Virtual and in-person options available	COST: \$7,000	Dr. Hollie
School Site Support Phase—Development of Classroom Models (virtual and in-person options available)			
Recommendation:			
<ul style="list-style-type: none"> • Minimum of 4 instructional cycles with 10-12 teachers per cadre. • Examples include: 20 teachers (2 cadres) coached 2x or 40 teachers (4 cadres) coached once. • Virtual and in-person options available 			
TBD Dec-Feb 2021	CLR Coaching Cycle #1 <i>CLR Coach Prep and/or Coach 1</i> <i>Coach 2A</i> <i>Coach 2B</i> <i>(3 site visits per cycle)</i>	COST: \$27,000 - \$4,500/coach/day - 3 site visits with 2 coaches	Dr. Hollie & Coach(s)
2/12/21	Culturally Responsive Academic Vocabulary Workshop	COST: \$7,000	Dr. Hollie
4/2/21	Culturally Responsive Academic Literacy OR Culturally Responsive Academic Language Workshop	COST: \$7,000	Dr. Hollie

Ferguson-Florissant School District • RFP: Professional Development for Social Justice for Anti-Racist Schools

COST BREAKDOWN FOR YEARS 2 & 3

As previously mentioned, the cost for a Premium CLR PD Plan varies based on what the district and Dr. Hollie ultimately decide is in the best interests of their teachers and students. For this reason, the overall cost for Years 2 & 3 will be similar to Year 1 as new cohorts are added and coaching is continued. Below are some basic cost breakdowns to help the District get an idea of overall cost.

EVENT	TRAINER	COST
Keynotes	Dr. Hollie	\$7,000
Workshops	Dr. Hollie	\$7,000
Jumpstart Workshops *Required if proceeding to coaching at next level.	CLR Coach	\$4,500
Coaching Cycle (priced per coach) <ul style="list-style-type: none"> • \$4,500 per coaching day • 3 site visits per teacher 	Dr. Hollie or CLR Coach	\$13,500
VABB Academy (recorded)	Dr. Hollie	\$7,000

In addition to these professional development costs, it is recommended that the Shell Education professional resources outlined below are used to support the implementation of culturally and linguistically responsive teaching and learning.

PROFESSIONAL RESOURCE	COST
<i>Culturally and Linguistically Responsive Teaching and Learning, 2nd Ed</i> *Recommended for Phase 1	\$31.99
<i>Strategies for Culturally and Linguistically Responsive Teaching and Learning</i> *Recommended for Phase 1	\$99.99
<i>Culturally Authentic and Responsive Texts</i> *Recommended for Phase 1 & 2	\$449.99

TAB F: REQUIRED FORMS

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.


Vendor Name: Teacher Created Materials, Inc.

Vendor Address: 5301 Oceanus Drive

Vendor E-mail Address: rfps@tcmpub.com

Vendor Telephone: 800-858-7339 Fax Number: 888-877-7606

Authorized Company Official's Name: Mary Kittrelle

Signature of Company Official:  (Printed)

Date: 7/20/20

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By:  (signature)


Printed Name and Title: Mary Kittrelle, Chief Financial Officer

For and on behalf of: Teacher Created Materials, Inc.
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, Mary Kittrelle, being of legal age and having been duly sworn upon my oath, state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by Teacher Created Materials, Inc. (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER AFFIANT SAYETH NOT.

By:  (individual signature)

For Teacher Created Materials, Inc. (company name)

Title: Chief Financial Officer

Subscribed and sworn to before me on this _____ day of _____, 20____.

NOTARY PUBLIC

My commission expires:

PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:


**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name Teacher Created Materials, Inc.	Authorized Person Mary Kittrelle
Address 5301 Oceanus Drive	Signature 
City, State, Zip Huntington Beach, CA 92649	Title Chief Financial Officer
Tax ID# 33-0004235	Phone 800.858.7339
Entity Type Corporation	Email rfps@tcmpub.com

PART I: INTRODUCTION AND PROCESS



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/10/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc, LIC # 0726293 100 Oceangate #850 Long Beach CA 90802	CONTACT NAME: _____	
	PHONE (A/C, No, Ext): _____	FAX (A/C, No): _____
E-MAIL ADDRESS: Lejani_Sarian@ajg.com		
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A: Federal Insurance Company		20281
INSURER B: Travelers Casualty and Surety Company		19038
INSURER C:		
INSURER D:		
INSURER E:		
INSURER F:		
INSURED Teacher Created Materials, Inc 5482 Argosy Avenue Huntington Beach CA 92649		

COVERAGES

CERTIFICATE NUMBER: 1944073246

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: _____	Y		35942335	8/17/2019	8/17/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY	Y		73569693	8/17/2019	8/17/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED _____ RETENTION \$ _____			79875146	8/17/2019	8/17/2020	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	71750631	8/17/2019	8/17/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	Professional Liability			105959258	8/17/2019	8/17/2020	Per Claim 1,000,000 Aggregate 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Ref: Policy 4036

Ferguson-Florissant School District is included as additional insured as respects general liability and auto liability per policy form. Insurance is primary and non-contributory. 30 days' notice of cancellation, except 10 days for nonpayment.

CERTIFICATE HOLDER**CANCELLATION**

Ferguson-Florissant School District
 8855 Dunn Road
 Hazelwood MO 63042-2212

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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COMMERCIAL AUTOMOBILE

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

COMMERCIAL AUTOMOBILE BROAD FORM ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM

This endorsement modifies the Business Auto Coverage Form.

1. EXTENDED CANCELLATION CONDITION

Paragraph A.2.b. – CANCELLATION - of the COMMON POLICY CONDITIONS form IL 00 17 is deleted and replaced with the following:

- b. 60 days before the effective date of cancellation if we cancel for any other reason.

2. BROAD FORM INSURED

A. Subsidiaries and Newly Acquired or Formed Organizations As Insureds

The Named Insured shown in the Declarations is amended to include:

1. Any legally incorporated subsidiary in which you own more than 50% of the voting stock on the effective date of the Coverage Form. However, the Named Insured does not include any subsidiary that is an "insured" under any other automobile policy or would be an "insured" under such a policy but for its termination or the exhaustion of its Limit of Insurance.
2. Any organization that is acquired or formed by you and over which you maintain majority ownership. However, the Named Insured does not include any newly formed or acquired organization:
 - (a) That is an "insured" under any other automobile policy;
 - (b) That has exhausted its Limit of Insurance under any other policy; or
 - (c) 180 days or more after its acquisition or formation by you, unless you have given us written notice of the acquisition or formation.

Coverage does not apply to "bodily injury" or "property damage" that results from an "accident" that occurred before you formed or acquired the organization.

B. Employees as Insureds

Paragraph A.1. – WHO IS AN INSURED – of SECTION II – LIABILITY COVERAGE is amended to add the following:

- d. Any "employee" of yours while using a covered "auto" you don't own, hire or

borrow in your business or your personal affairs.

C. Lessors as Insureds

Paragraph A.1. – WHO IS AN INSURED – of SECTION II – LIABILITY COVERAGE is amended to add the following:

- e. The lessor of a covered "auto" while the "auto" is leased to you under a written agreement if:
 - (1) The agreement requires you to provide direct primary insurance for the lessor; and
 - (2) The "auto" is leased without a driver. Such leased "auto" will be considered a covered "auto" you own and not a covered "auto" you hire. However, the lessor is an "insured" only for "bodily injury" or "property damage" resulting from the acts or omissions by:
 1. You;
 2. Any of your "employees" or agents; or
 3. Any person, except the lessor or any "employee" or agent of the lessor, operating an "auto" with the permission of any of 1. and/or 2. above.

D. Persons And Organizations As Insureds Under A Written Insured Contract

Paragraph A.1 – WHO IS AN INSURED – of SECTION II – LIABILITY COVERAGE is amended to add the following:

- f. Any person or organization with respect to the operation, maintenance or use of a covered "auto", provided that you and such person or organization have agreed under an express provision in a written "insured contract", written agreement or a written permit issued to you by a governmental or public authority to add such person or organization to this policy as an "insured". However, such person or organization is an "insured" only:

- (1) with respect to the operation, maintenance or use of a covered "auto"; and
- (2) for "bodily injury" or "property damage" caused by an "accident" which takes place after:
 - (a) You executed the "insured contract" or written agreement; or
 - (b) The permit has been issued to you.

3. FELLOW EMPLOYEE COVERAGE

EXCLUSION B.5. - FELLOW EMPLOYEE - of SECTION II - LIABILITY COVERAGE does not apply.

- 4. PHYSICAL DAMAGE - ADDITIONAL TEMPORARY TRANSPORTATION EXPENSE COVERAGE**
 Paragraph A.4.a. - TRANSPORTATION EXPENSES - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to provide a limit of \$50 per day for temporary transportation expense, subject to a maximum limit of \$1,000.

5. AUTO LOAN/LEASE GAP COVERAGE

Paragraph A. 4. - COVERAGE EXTENSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to add the following:

c. Unpaid Loan or Lease Amounts

In the event of a total "loss" to a covered "auto", we will pay any unpaid amount due on the loan or lease for a covered "auto" minus:

1. The amount paid under the Physical Damage Coverage Section of the policy; and
2. Any:
 - a. Overdue loan/lease payments at the time of the "loss";
 - b. Financial penalties imposed under a lease for excessive use, abnormal wear and tear or high mileage;
 - c. Security deposits not returned by the lessor;
 - d. Costs for extended warranties, Credit Life Insurance, Health, Accident or Disability Insurance purchased with the loan or lease; and
 - e. Carry-over balances from previous loans or leases.

We will pay for any unpaid amount due on the loan or lease if caused by:

1. Other than Collision Coverage only if the Declarations indicate that Comprehensive Coverage is provided for any covered "auto";
2. Specified Causes of Loss Coverage only if the Declarations indicate that Specified Causes of Loss Coverage is provided for any covered "auto"; or
3. Collision Coverage only if the Declarations indicate that Collision Coverage is provided for any covered "auto."

6. RENTAL AGENCY EXPENSE

Paragraph A. 4. - COVERAGE EXTENSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to add the following:

d. Rental Expense

We will pay the following expenses that you or any of your "employees" are legally obligated to pay because of a written contract or agreement entered into for use of a rental vehicle in the conduct of your business:

MAXIMUM WE WILL PAY FOR ANY ONE CONTRACT OR AGREEMENT:

1. \$2,500 for loss of income incurred by the rental agency during the period of time that vehicle is out of use because of actual damage to, or "loss" of, that vehicle, including income lost due to absence of that vehicle for use as a replacement;
2. \$2,500 for decrease in trade-in value of the rental vehicle because of actual damage to that vehicle arising out of a covered "loss"; and
3. \$2,500 for administrative expenses incurred by the rental agency, as stated in the contract or agreement.
4. \$7,500 maximum total amount for paragraphs 1., 2. and 3. combined.

- 7. EXTRA EXPENSE - BROADENED COVERAGE**
 Paragraph A.4. - COVERAGE EXTENSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to add the following:

e. Recovery Expense

We will pay for the expense of returning a stolen covered "auto" to you.

8. AIRBAG COVERAGE

Paragraph B.3.a. - EXCLUSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE does not apply to the accidental or unintended discharge of an airbag. Coverage is excess over any other collectible insurance or warranty specifically designed to provide this coverage.

9. AUDIO, VISUAL AND DATA ELECTRONIC EQUIPMENT - BROADENED COVERAGE

Paragraph C.1.b. - LIMIT OF INSURANCE - of SECTION III - PHYSICAL DAMAGE is deleted and replaced with the following:

- b. \$2,000 is the most we will pay for "loss" in any one "accident" to all electronic equipment that reproduces, receives or transmits audio, visual or data signals which, at the time of "loss", is:
 - (1) Permanently installed in or upon the covered "auto" in a housing, opening or other location that is not normally used by the "auto" manufacturer for the installation of such equipment;
 - (2) Removable from a permanently installed housing unit as described in Paragraph 2.a. above or is an integral part of that equipment; or
 - (3) An integral part of such equipment.

10. GLASS REPAIR - WAIVER OF DEDUCTIBLE

Under Paragraph D. - DEDUCTIBLE – of SECTION III – PHYSICAL DAMAGE COVERAGE the following is added:

No deductible applies to glass damage if the glass is repaired rather than replaced.

11. TWO OR MORE DEDUCTIBLES

Paragraph D.- DEDUCTIBLE – of SECTION III – PHYSICAL DAMAGE COVERAGE is amended to add the following:

If this Coverage Form and any other Coverage Form or policy issued to you by us that is not an automobile policy or Coverage Form applies to the same "accident", the following applies:

1. If the deductible under this Business Auto Coverage Form is the smaller (or smallest) deductible, it will be waived; or
2. If the deductible under this Business Auto Coverage Form is not the smaller (or smallest) deductible, it will be reduced by the amount of the smaller (or smallest) deductible.

12. AMENDED DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS

Paragraph A.2.a. - DUTIES IN THE EVENT OF AN ACCIDENT, CLAIM, SUIT OR LOSS of SECTION IV - BUSINESS AUTO CONDITIONS is deleted and replaced with the following:

- a. In the event of "accident", claim, "suit" or "loss", you must promptly notify us when the "accident" is known to:
 - (1) You or your authorized representative, if you are an individual;
 - (2) A partner, or any authorized representative, if you are a partnership;
 - (3) A member, if you are a limited liability company; or
 - (4) An executive officer, insurance manager, or authorized representative, if you are an organization other than a partnership or limited liability company.

Knowledge of an "accident", claim, "suit" or "loss" by other persons does not imply that the persons listed above have such knowledge.

Notice to us should include:

- (1) How, when and where the "accident" or "loss" occurred;
- (2) The "insured's" name and address; and
- (3) To the extent possible, the names and addresses of any injured persons or witnesses.

13. WAIVER OF SUBROGATION

Paragraph A.5. - TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US of SECTION IV – BUSINESS AUTO CONDITIONS is deleted and replaced with the following:

5. We will waive the right of recovery we would otherwise have against another person or organization for "loss" to which this insurance applies, provided the "insured" has waived

their rights of recovery against such person or organization under a contract or agreement that is entered into before such "loss".

To the extent that the "insured's" rights to recover damages for all or part of any payment made under this insurance has not been waived, those rights are transferred to us. That person or organization must do everything necessary to secure our rights and must do nothing after "accident" or "loss" to impair them. At our request, the insured will bring suit or transfer those rights to us and help us enforce them.

14. UNINTENTIONAL FAILURE TO DISCLOSE HAZARDS

Paragraph B.2. – CONCEALMENT, MISREPRESENTATION or FRAUD of SECTION IV – BUSINESS AUTO CONDITIONS - is deleted and replaced with the following:

If you unintentionally fail to disclose any hazards existing at the inception date of your policy, we will not void coverage under this Coverage Form because of such failure.

15. AUTOS RENTED BY EMPLOYEES

Paragraph B.5. - OTHER INSURANCE of SECTION IV – BUSINESS AUTO CONDITIONS - is amended to add the following:

- e. Any "auto" hired or rented by your "employee" on your behalf and at your direction will be considered an "auto" you hire. If an "employee's" personal insurance also applies on an excess basis to a covered "auto" hired or rented by your "employee" on your behalf and at your direction, this insurance will be primary to the "employee's" personal insurance.

16. HIRED AUTO – COVERAGE TERRITORY

Paragraph B.7.b.(5). - POLICY PERIOD, COVERAGE TERRITORY of SECTION IV – BUSINESS AUTO CONDITIONS is deleted and replaced with the following:

- (5) A covered "auto" of the private passenger type is leased, hired, rented or borrowed without a driver for a period of 45 days or less; and

17. RESULTANT MENTAL ANGUISH COVERAGE

Paragraph C. of - SECTION V – DEFINITIONS is deleted and replaced by the following:

"Bodily injury" means bodily injury, sickness or disease sustained by any person, including mental anguish or death as a result of the "bodily injury" sustained by that person.

Liability Insurance

Endorsement

Policy Period AUGUST 17, 2019 TO AUGUST 17, 2020
Effective Date AUGUST 17, 2019
Policy Number 3594-23-35 WUC
Insured TEACHER CREATED MATERIALS INC

Name of Company FEDERAL INSURANCE COMPANY

Date Issued AUGUST 19, 2019

This Endorsement applies to the following forms:

GENERAL LIABILITY

Under Who Is An Insured, the following provision is added.

Who Is An Insured

**Additional Insured -
Scheduled Person
Or Organization**

Persons or organizations shown in the Schedule are **insureds**; but they are **insureds** only if you are obligated pursuant to a contract or agreement to provide them with such insurance as is afforded by this policy.

However, the person or organization is an **insured** only:

- if and then only to the extent the person or organization is described in the Schedule;
- to the extent such contract or agreement requires the person or organization to be afforded status as an **insured**;
- for activities that did not occur, in whole or in part, before the execution of the contract or agreement; and
- with respect to damages, loss, cost or expense for injury or damage to which this insurance applies.

No person or organization is an **insured** under this provision:

- that is more specifically identified under any other provision of the Who Is An Insured section (regardless of any limitation applicable thereto).
- with respect to any assumption of liability (of another person or organization) by them in a contract or agreement. This limitation does not apply to the liability for damages, loss, cost or expense for injury or damage, to which this insurance applies, that the person or organization would have in the absence of such contract or agreement.

Liability Endorsement
(continued)

Under Conditions, the following provision is added to the condition titled Other Insurance.

Conditions

**Other Insurance –
Primary, Noncontributory
Insurance – Scheduled
Person Or Organization**

If you are obligated, pursuant to a contract or agreement, to provide the person or organization shown in the Schedule with primary insurance such as is afforded by this policy, then in such case this insurance is primary and we will not seek contribution from insurance available to such person or organization.

Schedule

Persons or organizations that you are obligated, pursuant to a contract or agreement, to provide with such insurance as is afforded by this policy.

All other terms and conditions remain unchanged.

Authorized Representative



Welcome to our All Staff Input For Our Anti-Racism for Social Justice Work!



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Be Open and Engaged.
Reflect and Take Action



Please use the time
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Chat on the ZOOM
with any input or
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**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK **Learning. Together.**



Advancing Equity. Together.

Agenda & Objectives

Welcome to our All Staff Input For Our Anti-Racism Work for Social Justice!

Agenda

- Our Inspiration and Your Why
- Getting Ready for the Survey!
Start the survey
- Equity Literacy Skills
 - Student Voice
- Submit Survey

Objectives

- Ground in Compassion and our own “Why” to energize your work as you Recognize and Respond to inequities you might see





Our anti-racism and equity work is
grounded in
Compassion

Compassion is to suffer with another and to embody a tangible expression of love with those who are suffering.

Often confused with empathy, compassion has the added element of action.

With our Anti-Racism work, we compassionately build equitable relationships and systems to reduce racism and the suffering that results from it.



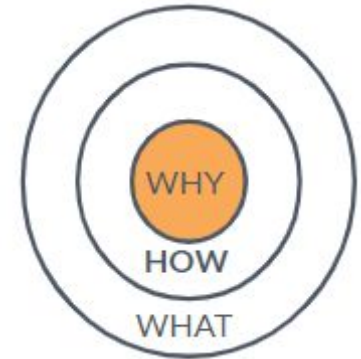
How you do something may be great.
When you know your why, it changes how
you do it.

Your Why makes the difference!



What is your *why* for
*Anti-Racism for
Educational Equity?*

- Think of your personal why



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

ANTI
RACIST

Getting Ready to Share Your Voice: The Anti-Racist Diagnostic Survey



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Purpose of Diagnostic Survey

ANet's anti-racist diagnostic assessment provides an opportunity for you to reflect on and elevate insights on the district's strengths and weaknesses as well as the knowledge and skills that individuals need to build in order to develop structures, processes, and habits of an anti-racist district.



Design of Diagnostic



The first section of the diagnostic engages educators to reflect on **where they fall as individuals on the equity literacy framework**. The data from this section will allow educators to identify the concrete knowledge and skills that they need to strengthen and that will support them in eliminating inequity and advocating for equity.



The second section of the diagnostic engages educators to analyze **where the district at large falls on the continuum of becoming an anti-racist multi-cultural institution**. The data from this section will allow educators to understand the ways in which their organization operates that accelerate or inhibit progress toward becoming an anti-racist organization.



The third section of the diagnostic engages educators to share **how the district sets up employees with a safe and inclusive environment to move forward with anti-racism work**. The data from this section will allow educators to get a pulse on the elements of the organizational culture that encourage or discourage a sense of belonging, especially as it relates to race, ethnicity, and culture.

Anti-racism

We view anti-racism as the **active process of identifying and eliminating racism** by changing systems, organizational structures, policies, practices and attitudes.

Implicit Bias

Implicit bias: is defined as the **attitudes or stereotypes that affect our understanding, actions, and decisions unconsciously**, according to the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University.



Equity Literacy Skills and Abilities

Equity Literacy for Educators: Definition and Abilities

Equity literacy is a framework built to cultivate the knowledge and skills that enable educators to be **a threat to the existence of inequity** in our spheres of influence. More than cultural competence or diversity awareness, equity literacy prepares us to recognize even the subtlest ways access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors. By *recognizing* and deeply understanding these conditions, we are prepared to *respond* effectively to inequity in the immediate term. We also strengthen our abilities to foster long-term change by *redressing* institutional and societal conditions that create everyday manifestations of inequity.

We built the equity literacy framework after considering the strengths and limitations of existing frameworks for attending to diversity in schools and other institutions. We were particularly concerned with popular approaches like “cultural competence” and their vague focus on “culture.” These approaches mask the inequities that cause educational disparities. Equitable educators should be proficient not only with cultural knowledge and appreciation, but also with knowledge and skills to eliminate inequity and advocate for equity.

Abilities	Examples of Associated Knowledge and Skills
1. Ability to Recognize even the subtlest biases and inequities	<p>Equity literate educators:</p> <ul style="list-style-type: none"> notice subtle bias in learning materials and classroom interactions; remain curious about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; and reject the deficit view that outcome inequalities (like test score disparities) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students.

Read the [equity literacy framework](#) (this will open in a new tab), and then answer the following questions about yourself.

*Self/Individual

	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
*To what extent do you feel confident about your ability to recognize even the subtlest biases and inequities (first ability on the equity literacy framework)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*To what extent do you feel confident about your ability to respond to biases and inequities in the immediate term (second ability on the equity literacy framework)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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*To what extent do you feel confident about your ability to create and sustain bias-free and equitable classrooms, schools, and institutional cultures (fourth ability on the equity literacy framework)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Continuum of Becoming An Anti-Racist Multicultural Institution

CONTINUUM OF BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION

MONOCULTURAL -----MULTICULTURAL -----ANTI-RACIST -----ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences seen as Deficits

Tolerant of Racial and Cultural Differences

Racial and Cultural Differences seen as Assets

1. EXCLUSIVE A SEGREGATED INSTITUTION	2. PASSIVE A 'CLUB' INSTITUTION	3. SYMBOLIC CHANGE A MULTICULTURAL INSTITUTION	4. IDENTITY CHANGE AN ANTI-RACIST INSTITUTION	5. STRUCTURAL CHANGE A TRANSFORMING INSTITUTION	6. FULLY INCLUSIVE A TRANSFORMED INSTITUTION IN A TRANSFORMED SOCIETY
Intentionally and publicly excludes or segregates African Americans, Latinos, and Asian Americans	Tolerant of a limited number of People of Color with "proper" perspective and credentials May still secretly limit or exclude People of Color in contradiction to public policies	Makes official policy pronouncements regarding multicultural diversity Sees itself as "non-racist" institution with open doors to People of Color Carries out intentional inclusive efforts, recruiting "someone of color" on committees or office staff Expanding view of diversity includes other socially oppressed groups such as women, disabled, elderly and children, lesbian and gays, third World citizens, etc.	Growing understanding of racism as barrier to effective diversity Develops analysis of systemic racism Sponsors a program of anti-racism training New consciousness of institutionalizes white power and privilege Develops intentional identity as an "anti-racist institution" Begins to develop accountability to racially oppressed communities	Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work Commits to struggle to	Future vision of an institution and wider community that has overcome systemic racism Institution's life reflects full participation and shared power with diverse racial, cultural, and economic groups in determining its mission, structure, constituency, policies and practices Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests

Read the [Continuum Of Becoming Anti-Racist Multicultural Institution](#) (this will open in a new tab), and then

answer the following questions about your district.

*District at Large

	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
*To what extent do you think the leadership of your district is supportive of taking action toward anti-racism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*To what extent do you think the policies and procedures of your district are supportive of taking action toward anti-racism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*To what extent do you think the human resources processes and practices (e.g. recruiting, hiring, talent development, etc.) of your district are supportive of taking action toward anti-racism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Reminders for the diagnostic

- The diagnostic is **completely anonymous**, meaning, we will not collect your name and you cannot be matched to your response.
- **Please answer as honestly and completely as possible** so that we can have an accurate picture of your experiences at FergFlor.
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Survey Link: Please Stay On The Call While You Complete The Survey

bit.ly/fergflorstaff

After:

Our Ferg-Flor Students Have Something To Share With You!



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United



Student Voice



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Recognize

biases and inequities in self, others, curriculum, and practices.

Think→ Why is this problem happening?

Respond

to biases and inequities in the immediate term.

Think → Action

Redress

biases and inequities in the long term.

Think→ Disrupt

Create & Sustain

a bias-free and equitable learning environment.

Think → Impact

Apply

an equity cognitive frame to individual and institutional practices.

Think→ Continuous Improvement and Culture

**Equity
Literacy
Skills help
us to live
out
compassi
on for
students**



Here Our Student's Voices:

- In what ways is anti-racism important to you and why?
- Given efforts teachers' and leaders' are making toward anti-racism, what would you like to see stay the same or what changes would you like to see?

Do You Hear Me?

What did you hear our students say?
What does it make you feel and think?

Recognize

biases and inequities in self,
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Think → Why is this problem happening?

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Respond

to biases and inequities in the
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SCHOOL DISTRICT
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FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

Any other questions?

- You can Come to office hour from 3-4pm today!
 - <https://anet.zoom.us/j/96319606572?pwd=Zlh6eCtUN29hSXJJdEx6QIR5ZGtxUT09>
- Feel free to also email Marie at mkodama@achievementnetwork.org

*What is your gender identity?

- Female
- Male
- Prefer to self-describe
- Prefer not to say

*What is your race?

- American Indian
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races/Ethnicities
- Other
- Prefer not to say



PREVIOUS

CANCEL

FINISH



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ANet



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK *Learning. Together.*



Advancing Equity. Together.

Skills and Mindset for Actualizing our Vision

Recognize

biases and inequities in self, others, curriculum, and practices.

Think → *Why is this problem happening?*

Respond

to biases and inequities in the immediate term.

Think → *Action*

Redress

biases and inequities in the long term.

Think → *Disrupt*

Create & Sustain

a bias-free and equitable learning environment.

Think → *Impact*

Apply

an equity cognitive frame to individual and institutional practices.

Think → *Continuous Improvement and Culture*

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Closing



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Anti-racism

We view anti-racism as the **active process of identifying and eliminating racism** by changing systems, organizational structures, policies, practices and attitudes.

Anti-racism is an active way of seeing and being in the world, in order to transform it.

Because racism occurs at all levels and spheres of society (and can function to produce and maintain exclusionary "levels" and "spheres"), anti-racism education is necessary in all aspects of society.



Implicit Bias

Implicit bias: is defined as the attitudes or stereotypes that affect our understanding, actions, and decisions unconsciously, according to the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University. This kind of bias happens when stereotypes influence your brain processing

A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

Equity Literacy Skills

Recognize

biases and inequities in self, others, curriculum, and practices.
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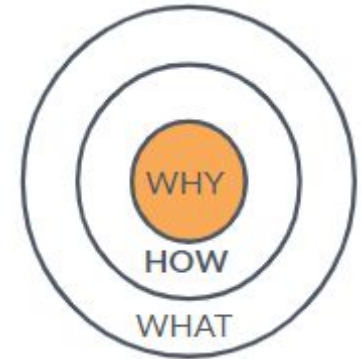
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FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

ANTI
RACIST

Getting Ready to Share Your Voice: The Anti-Racist Diagnostic Survey



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Purpose of Diagnostic Survey

ANet's anti-racist diagnostic assessment provides an opportunity for you to reflect on and elevate insights on the district's strengths and weaknesses as well as the knowledge and skills that individuals need to build in order to develop structures, processes, and habits of an anti-racist district.



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Continuum of Becoming An Anti-Racist Multicultural Institution

CONTINUUM OF BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION

MONOCULTURAL -----MULTICULTURAL -----ANTI-RACIST -----ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences seen as Deficits

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*District at Large

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**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
One District United



Reminders for the diagnostic

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bit.ly/fergflorstaff

After:

Our Ferg-Flor Students Have Something To Share With You!



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United



Student Voice



**FERGUSON-FLOISSANT
SCHOOL DISTRICT**
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Recognize

biases and inequities in self, others, curriculum, and practices.

Think→ Why is this problem happening?

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to biases and inequities in the immediate term.

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**Equity
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Here Our Student's Voices:

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What does it make you want to do?

Respond

to biases and inequities in the immediate term.

Think → Action



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

Equity
Literacy
Skills help us
to live out
compassion
for students



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

Do You Hear Me?

What did you hear our students say?

What does it make you feel and think?

Recognize

biases and inequities in self, others, curriculum, and practices.

Think → Why is this problem happening?

What does it make you want to do?

Respond

to biases and inequities in the immediate term.

Think → Action



FERGUSON-FLOISSANT
SCHOOL DISTRICT
One District United

Any other questions?

- You can Come to office hour from 3-4pm today!
 - <https://anet.zoom.us/j/96319606572?pwd=Zlh6eCtUN29hSXJJdEx6QIR5ZGtxUT09>
- Feel free to also email Marie at mkodama@achievementnetwork.org

*What is your gender identity?

- Female
- Male
- Prefer to self-describe
- Prefer not to say

*What is your race?

- American Indian
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races/Ethnicities
- Other
- Prefer not to say



PREVIOUS

CANCEL

FINISH



FERGUSON-FLOISSANT
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ANet



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK *Learning. Together.*



Advancing Equity. Together.

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name Insight Education Group	Authorized Person Anissa Rodriguez Dickerman
Address 15760 Ventura Blvd., Suite 700	Signature <i>Anissa Rodriguez Dickerman</i>
City, State, Zip Encino, CA 91436	Title Chief Strategy Officer
Tax ID# 27-0038418	Phone 1-800-935-7022, x130
Entity Type S Corporation	Email dickerman@insighteducationgroup.com



Proposal

Professional Development for Social Justice for Anti-Racist Schools

Presented to Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District, Missouri

July 24, 2020

Dear Ms. Davenport:

Insight Education Group is pleased to present this proposal in hopes of partnering with Ferguson-Florissant School District to provide social justice professional development for all school staff in order to enact equitable practices that allow all students access to a high quality education.

The service offerings described are based on over 19 years of development, implementation, and evaluation of educational initiatives. We are a leading voice in the national conversation on College- and Career-Ready Standards and educator effectiveness, and have developed award-winning programs and resources that are used in schools and districts across the country. However, it is our commitment to providing a partner-driven professional development process— rather than relying on “ready-made” programs— that sets us apart from others and gets great results.

Insight’s staff consists of former classroom teachers, instructional support staff, school leaders and high-level district leaders, each with outstanding records of success. Our partners know we have walked in their shoes and that we understand the challenges, nuances, and opportunities of implementing large-scale systems and initiatives. Key members of our team, including Kathleen England, Britt Britton, and myself, look forward to carrying out this work.

While the following proposal presents offerings based upon our understanding of **Ferguson-Florissant School Districts’** needs, it is always our practice to engage with partners to determine the best scope and sequence of services within desired timelines and budgets. We look forward to working together with you to find the right solutions to reach your goals.

Respectfully,



Anissa Rodriguez Dickerman, Chief Strategy Officer

LEADERSHIP TEAM

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Section A: Basic Information

Name of Organization:

Insight Education Group

Size and organization of the company:

Insight currently has 22 full-time employees. Please see Appendix A for Insight's organizational chart.

Direct Mailing Address:

Insight Education Group, Inc.
15760 Ventura Blvd.
Suite 700
Encino, CA 91436

Overview of Organization History

Led by Dr. Michael Moody, Jason Stricker, and Jason Culbertson, Insight Education Group is an international educational consulting organization that partners with education leaders to develop aligned strategies and provide embedded supports to facilitate teacher growth and positively impact student achievement. Since 2000, we have supported schools, districts, charter management organizations and states through some of their largest challenges, including:

- successfully turning around chronically under-performing schools,
- fostering school cultures around mentoring, coaching, collaboration, and shared knowledge and skills,
- developing guidance for programmatic development and sustainability of initiatives,
- supporting teachers and educational leaders with innovative tools to continue professional learning,
- training aspiring and current educational leaders to be strategic and establish priorities for positive change, and

-
- helping to change the culture of teacher growth to one of trust.

Through our partnerships with states, districts, and schools across the country, such as District of Columbia Public Schools, the Syracuse City School District, and Guilford County Schools, Insight has brought thousands of educators' practices to the next level. We have developed award-winning systems and solutions that are used in schools and districts in the United States and abroad, but it is our commitment to a partner-driven implementation process that sets us apart from others and gets the right results.

The efficacy of our work has been documented in prominent studies like the Bill and Melinda Gates Foundation's *Measures of Effective Teaching Project* and *The Best Foot Forward Project* from Harvard's Center for Education Policy Research. We have been featured in Education Week, T.H.E. Journal, eSchool News, District Administration, Scholastic, Tech & Learning, and EdSurge.

Furthermore, we regularly collaborate with foundations and organizations including the US Department of Education, The Aspen Institute, and The Broad Foundation on issues related to school leadership, academic strategy, standards-based instruction, professional learning, and educator effectiveness.

Most recently, Insight was awarded a Teacher and School Leader Incentive Grant from the US Department of Education for our Empowering Educators to Excel (E3) program, a partnership that provides 47 schools in Delaware, Indiana, South Carolina, and Texas the opportunity to work together in a networked improvement community (NIC) context.

A guiding principle of our work is to build on the synergy of multiple stakeholders and departments to effectively build educators' capacity and implement complex initiatives while avoiding unnecessary duplication of efforts. We do not simply facilitate meetings; we bring our experience and perspective to the discussion with our partners to ensure that their decisions are informed and will have the greatest impact. Our breadth of knowledge and experience as providers of diagnostic services, technical assistance, and professional learning gives us the unique ability to see the bigger picture and align all of our work to a partner's vision for success.

Section B: Vendor Personnel Profile

As former teachers, school leaders and high-level district administrators, our team appreciates the challenges, nuances, and opportunities of implementing small and large-scale systems and initiatives. Additionally, we require that all of our team members engage in ongoing professional learning to continuously hone skills and remain current on best practices.

Insight's unique structure allows us to assign to this project a specialized team equipped with the experience and expertise needed to ensure high quality, flexible support. Specific roles and responsibilities of each team member assigned to a contract are reflected below:

Executive Sponsors include Insight's principals and executive team members, who ensure contract fulfillment, oversee all elements of service delivery and communicate regularly with project staff and partners to guarantee optimal results. Executive Sponsors have extensive backgrounds in education, as well as specific experience managing large contracts in this capacity.

For this project, Anissa Rodriguez Dickerman and Michael Moody will serve as the executive sponsors.

Partnership Managers have direct responsibility for contract deliverables and serve as the primary point of contact for partners. Partnership Managers hold senior positions within our organization and have strong backgrounds as teachers and administrators. Insight's Partnership Managers have previous experience working district level contracts. Their primary responsibilities include facilitating meetings, preparing status reports, completing or delegating tasks, convening stakeholder groups, monitoring project milestones and budget and delivering professional development.

For this project, Kathleen England will serve as the partnership manager.

Associates work directly with partners to plan and deliver high-quality, engaging professional learning experiences. They are assigned to work based on their backgrounds in education, ensuring all services are led by team members with experience and success in similar work. We recruit only seasoned former teachers and administrators and ensure they are equipped with the resources to effectively promote the growth of educators.

For this project, Britt Britton will serve as the associate.

Analysts provide a variety of support to project teams, including project management, data analysis and research, and presentation preparation. Analysts have experience in project management and research.

For this project, Jessica Wilson will serve as the analyst.

Please see Section J for resumes and qualifications of all individuals who will be working with the district.

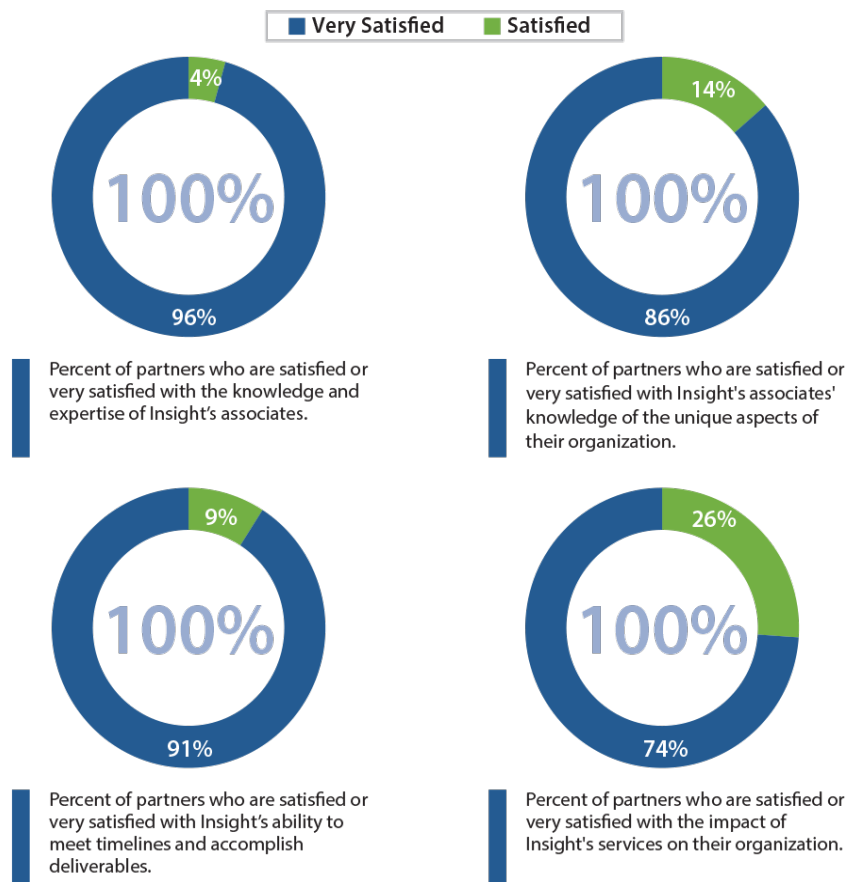
Section C: Vendor Experience Profile

We begin every engagement with a thorough implementation planning process to clarify goals and establish agreed-upon timelines and deliverables for the work. Weekly Status Reports will be developed and sent by the Partnership Manager to identified project stakeholders to ensure open communication. Regular Executive Check-Ins will also be scheduled and held between District project leaders and Insight's Executive Sponsor to make any necessary modifications and further guarantee the success of the work.

We also consistently seek feedback from stakeholders through a variety of mechanisms, including focus groups and partner surveys, and make appropriate adjustments to our services.

Below is a snapshot of our most recent **Partner Satisfaction Survey** results.

Insight Education Group Partner Satisfaction Survey



Experience in Culturally Responsive Training

Insight has been leading efforts related to race and bias in schools and districts for several years and understands the specific needs and opportunities related to teaching and leading diverse students and communities. Specifically, we believe deeply that every adult and child benefits from open conversations about race and bias. We also believe that everyone would benefit from a more diverse workforce, specifically a greater number of teachers and leaders of color leading classrooms and schools. As a result, we have worked to create a pipeline of teachers and leaders of color for schools and districts through such efforts as our Educator Exchange hosted in Greensboro in which we brought together leaders from HBCUs and school districts across the country to create partnerships among them and ultimately create a stronger pipeline of teachers and leaders of color. We have also worked directly with schools on various initiatives related to equity, including developing culturally responsive instruction, creating strategic plans with a focus on equity, developing district wide equity plans, and engaging senior leadership teams in equity trainings.

As part of our work leading culturally responsive training, Insight develops agendas with clear objectives, assigns relevant pre-work that includes the most up to date research and trends, and tailors each session to the specific context and needs of the district. To ensure that learning and growth continues outside of the training sessions, Insight also utilizes readings and reflection activities that are completed between sessions.

Additionally, Insight has conducted intensive culturally responsive trainings and equity training for its own staff internally. Our team went through deep, internal training on race and bias and utilized the Courageous Conversations process (Singleton and Linton, 2006)¹. In 2019, Insight established Equity Professional Learning Communities (PLCs) within our team. The objective of these PLCs is to engage in activities and dialogue that directly address race/equity for the betterment and development of ourselves and our colleagues in order to help ensure we are individuals and an organization that model the culture we hope to build in schools and that we play a role in dismantling the effects of racism and bias (conscious and subconscious) in schools, districts, and communities. In addition to these PLCs, Insight established smaller Equity Triads (made up of 3 team members) that meet monthly to work through and debrief equity activities. Each team member also has an Equity Journal for personal, ongoing reflection.

¹ Singleton, Glenn E. Linton, Curtis. (2006) *Courageous conversations about race :a field guide for achieving equity in schools* Thousand Oaks, Calif. : Corwin Press.

Culturally Responsive Training for Districts

Insight has worked with multiple school districts on critical equity work and has provided culturally responsive trainings. In addition to supporting districts with professional development for their staff, we have incorporated a focus on equity in many of our other district supports. Highlights of our experience are included below.

Colonial School District

Since 2019, Insight has partnered with Colonial School District in Delaware to create an aligned approach to equity work in the district. Insight is currently leading a series of trainings focused on equity for its Superintendent's Cabinet (District Senior Leadership Team). Trainings include sessions on Courageous Conversations (Singleton and Linton, 2006)², individual reflections and self-assessments, and systemic racial equity leadership. This partnership also established a District Equity Team, which meets monthly to move forward equity work across the district. As a result of this engagement, an Equity Workgroup (intersection of the Equity Team, Educator of Color Council, and Equity Practitioner Program) has also emerged. The Workgroup also meets monthly with an intentional focus on implementing an equity audit, developing the framework for professional learning, and establishing the long term plan for equity and excellence across the district.

Guilford County Schools (NC)

Insight has partnered with the Guilford County School District on multiple projects since 2018. In 2019, Insight developed and implemented a transformative leadership academy specifically for Black male aspiring leaders. Insight developed a cohesive curriculum that focused on aspiring leaders and connected content from the academy to other leadership training and support programs in Guilford County Schools in order to ensure a cohesive leadership experience for individuals moving through the leadership pipeline in the district. Additionally, Insight supported Guilford County Schools to revise their strategic plan to include a focus on equity and also provided curriculum support around Culturally Responsive Instruction.

Empowering Educators to Excel (E3) Districts

Insight has extensive experience supporting districts in building year-long, multi-stakeholder, and equity-driven recruitment systems to attract and retain effective teachers to their schools. As part of our 2017 Teacher and School Leader Incentive grant, Empowering Educators to

² Singleton, Glenn E., Linton, Curtis. (2006) *Courageous conversations about race :a field guide for achieving equity in schools* Thousand Oaks, Calif. : Corwin Press.

Excel (E3), we supported 5 districts across the country to implement 21st century recruitment systems that yielded significant results in just a short period of time. All five districts saw a rise in the number of new teachers of color by just the third year of the grant. Notably, Gainesville ISD tripled its percentage and Colonial School District doubled its percentage of newly hired teachers of color. These are promising results, as research consistently shows that children of color achieve more when they are taught by effective teachers of color.³

List of Equity Focused Keynotes and Presentations

- [*Race and Equity: Are We Really Okay?*](#), Dr. Michael Moody (Keynote from 2020 National Education Leaders' Workshop)
- *Conversations on Race and Equity*, Dr. Michael Moody
- *Strategic Planning for Equity*, Jason Stricker
- *Race and Equity: Moving from Conversations to Actions*, Dr. Michael Moody
- *Equity Workshop*, Dr. Michael Moody & Kathleen England

³ Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

Section D: Scope of Work and Draft Project Schedule

Insight understands Ferguson-Florissant School District's need for effective professional development for its *Social Justice for Anti-Racist Schools* Program. Our embedded supports and services will ensure that learning, development, and growth occur both during and beyond the five training sessions.

For years, equity work has centered primarily (and necessarily) on our students - their race, culture, socio-economic status, and identity. However, too often, educators were not part of the equation. Placing equity at the center of our practice means we must build structural, individual, and collective consciousness among teachers and leaders around issues related to racism, bias, and power, and the ways in which they interact to undermine equitable education for the students we serve. Using the latest research, we must critically examine and investigate the biases we hold and those present in our society as we seek to become equity-conscious educators and school systems. We must feel empowered to discuss sensitive topics such as systemic racial disparities amongst our peers.

Equity Audit

In order to develop a clear set of guiding principles in which to ground the work around Social Justice that aligns with the district's core values and priorities, we recommend beginning our engagement with an Equity Audit. This will be a deep dive into the district's data and community context students and teachers individually and collectively face. This includes:

- Examination of achievement disparities by race and other factors including students identified for inclusion in special education, gifted education, and participation in Advanced Placement, Dual Enrollment, or Early College Experience opportunities, e.g. programs
- Examination of existing equity initiatives or practices and an analysis of their success
- Analysis of curriculum through an equity lens
- Self-assessments, stakeholder feedback sessions, and individual interviews that measure how your students and teachers **perceive** their daily experiences
- Assessment of environmental factors impacting your students which your team may not be currently addressing
- Review of teacher and leadership demographics to analyze whether the percentage of teachers and leaders of color is representative of the student body

Once completed, this report will be presented to school staff and other stakeholders so that, together, we can find the best path forward and ensure social justice and equity work is sustained beyond the professional development trainings with school staff. The findings of the Equity Audit will be both embedded into the sequence of professional development sessions throughout the 20-21 school year, but also will inform a district wide equity plan that will drive this work beyond 20-21. The results of the Equity Audit will be shared with school staff at the November 3rd training session. In addition to the district equity plan, each school and/or department will also use the information from the Equity Audit to inform their own tailored equity plan for their individual school building or department. This will ensure ownership of the work, and that initiatives are customized to each school's staff and student body, or specific department.

Equity Plan

In addition to the Equity Audit, we recommend developing a district Equity Plan. With input from stakeholders, Insight will help the district create a roadmap for synthesizing the existing initiatives into a plan of action with equity at its core. Insight will also review the district's current Strategic Plan(s) to ensure equity goals are built into the district's priorities and future leadership, and align with the existing Ferguson-Florissant Strategy Map (i.e. integrating equitable goals and initiatives within Fiscal Responsibility, Talent Management, School Infrastructure and Processes, Stakeholder and Community Engagement, Classroom and School Climate, and Accreditation and Student Achievement). This will:

- Incorporate Equity and Consciousness-Building work into existing Professional Learning Communities to amplify current professional development efforts.
- Cultivate a Networked Improvement Community to share best practices with others engaged in similar work.
- Set ambitious, but realistic goals to measure the growth of your organization.
- Prioritize initiatives so that smaller, attainable goals help build towards success in larger projects.

Through the creation of the district Equity Plan, we will develop a clear set of guiding principles in which to ground the work around Social Justice and equity that aligns with district core values and priorities. This work will also include creating a professional development plan for Ferguson-Florissant staff for the 2021-2022 and 2022-2023 school years.

Below is a brief outline of the proposed engagement for the next three years:

-
- Year 1: Equity Audit, Equity Plan development, and overview training for entire district staff focused on Cultural Competence skills
 - Year 2: Affinity groups, monthly equity sessions, and creation of District Equity Team to deepen work and allow for meaningful self-awareness and self-reflection activities
 - Year 3: Focus on equity-driven recruitment and retention systems and diverse leadership development

Professional Development for School Staff

The focus of our engagement will be on providing professional development trainings to all Ferguson-Florissant school staff to enact equitable practices in order to allow all students access to high quality education. It is Insight’s practice to engage with partners to determine the appropriate scope and sequence of trainings so they best align with specific goals and district core values. The Equity Audit and Equity Plan will also inform the specific content of the training sessions, so that they are directly aligned to the district’s local context and priorities.

These trainings are designed to unpack systemic practices that reinforce structural racism and lead to improved practices, initiatives, and processes that prioritize diversity, equity, and inclusion—with the intent of improving the academic achievement of students and eradicating the gaps that exist. Below is proposed scope and sequence for the five professional development sessions. However, Insight is committed to working in partnership with the district and using data collected from our Equity Audit and Equity Plan to develop a scope and sequence that is tailored to the unique needs and context of the district’s school staff. Therefore, these sessions and their content can be easily modified or adjusted.

The sessions in the first year of the program will focus on developing the cultural competence of individuals and the organization. Since these topics are extensive, the focus will primarily be on Valuing Diversity, Being Culturally Self-Aware, and Knowledge of Students’ Culture to most closely align with the district’s vision of the *Social Justice for Anti-Racist Schools* Program.

SESSION 1: Keynote and Initial Training (August 14)

Objective: Introduction, context, and goals for professional development sessions

Agenda	Materials/Resources	Application Activities for School Teams
<ul style="list-style-type: none"> ● What is our Why? ● Courageous Conversations - Four Agreements, The Compass (Singleton and Linton, 2006) ● Individual Check-In Reflection ● What is the difference between non-racist and anti-racist? ● Overview of our approach to <i>Social Justice for Anti-Racist Schools</i> <ul style="list-style-type: none"> ○ Cultural Competence ○ Culturally Responsive Instruction 	<ul style="list-style-type: none"> ● Engage, Reflect, Act (Planning Document) ● The White Journey to Racial Awareness: A Stage Theory ● Dalton Sherman's Keynote Speech 	<ul style="list-style-type: none"> ● Personal Equity Journals ● Definition Building activity

SESSION 2: Common Understanding (November 3)

Objective: Realizing Core Values and Antiracist Tenets Districtwide

Agenda	Materials/Resources	Application Activities for School Teams
<ul style="list-style-type: none"> ● Definition Building activity debrief ● Share results of district Equity Audit ● Core value related to Equity and Equity Plan ● Equity Plan and expectations for building 2020-21 School Equity Plans <ul style="list-style-type: none"> ○ Cultural Competence Skills for Educators <ul style="list-style-type: none"> ■ Valuing Diversity (SY 20-22 focus) ■ Being Culturally Self-Aware (SY 20-22 focus) ■ Dynamics of Difference (SY 21-22) 	<ul style="list-style-type: none"> ● Diversity Toolkit: Cultural Competence for Educators ● Readings: Racial Autobiography, How to Respond to Microaggressions (NY Times); <i>Everyday</i> 	<ul style="list-style-type: none"> ● Harvard Implicit Bias test ● Equity Plan Activity #1

- Knowledge of Students' Culture (SY 20-22 focus)
- Institutionalizing Cultural Knowledge and Adapting to Diversity (SY 21-22)
- Culturally Responsive Instruction

Antiracism
(Pollock)

SESSION 3: Classroom and School Climate (December 18)

Objective: Explicitly connect antiracist tenets and practices with school and classroom climate for all students by examining two skills of Cultural Competence

Agenda	Materials/Resources	Application Activities for School Teams
<ul style="list-style-type: none"> ● Debrief Equity Plan Activity #1 ● Being Culturally Self-Aware <ul style="list-style-type: none"> ○ Examining Explicit and Implicit Bias ○ Understanding Identity and Implicit Bias ○ Understanding Your Privilege ● Valuing Diversity <ul style="list-style-type: none"> ○ Assets vs. Deficit Thinking ○ Student voice 	<ul style="list-style-type: none"> ● <i>Seeing Race Again</i>, Ch. 16: "Shifting Frames: Pedagogical Interventions in Color Blind Teaching Practice" ● White Privilege: Unpacking the Invisible Knapsack 	<ul style="list-style-type: none"> ● Equity Plan Activity #2: Asset-Based Shift & Student Voice

SESSION 4: Teaching and Learning (February 12)

Objective: Teaching, learning, and leading through a lens of equity

Agenda	Materials/Resources	Application Activities for School Teams
<ul style="list-style-type: none"> ● Debrief Equity Plan Activity #2 ● Culturally Responsive Instruction <ul style="list-style-type: none"> ○ What does a culturally sensitive classroom look/sound like? 	<ul style="list-style-type: none"> ● TedTalk: How to resolve racially stressful situations 	<ul style="list-style-type: none"> ● Equity Plan Activity #3: Create implementation Plan for the CR instructional

- Expanding curriculum to better address equity, cultural, and real-life connection

- practice (to focus on 2nd semester)
- Deliver CR instructional practice #1 training
 - Administer district surveys for parents, families, and community specific to equity

SESSION 5: Stakeholder and Community Engagement (April 2)

Objective: Social justice in the school community; Training wrap up and sustaining equitable practices beyond the sessions

Agenda	Materials/Resources	Application Activities for School Teams
<ul style="list-style-type: none"> ● Debrief Equity Plan Activity #3 ● Using survey results to identify areas to address for each school, and develop engaging community opportunities that allow for parents, patrons, students, and businesses to engage in social justice and antiracist practices together, such that the community as a whole benefits. ● Provide research-based and proven strategies to move the work of building antiracist systems forward and sustaining them beyond the life of the training <ul style="list-style-type: none"> ○ Looking ahead to Years 2 and 3 ● Cultural Competence Skills <ul style="list-style-type: none"> ○ Valuing Diversity ○ Knowledge of Students' Cultures 	<ul style="list-style-type: none"> ● The Opportunity Atlas ● <i>Everyday Antiracism</i> (Pollock) <ul style="list-style-type: none"> ○ Engaging Communities for Real ○ Valuing Students' Home Worlds ● <i>How to Be an Antiracist</i> (Kendi) 	

In order to continue learning outside of the professional development sessions, participants will complete “application activities.” Because the entire district staff is receiving the training, we recommend designating an Equity Champion at each school building and district department to serve as a point person for this work. We will train these Equity Champions to build their capacity so that they can also help facilitate, support, and sustain this work. This will give the district and Insight opportunities to gather data and information about how the trainings are going, what can be improved, and also serve as a point of contact for school and district staff. Throughout the five training sessions and throughout our partnership with the district, Insight will collect and review outcome data to gauge impact and determine next steps.

Antiracist trainings and trainings focused on equity require self-awareness and self-reflection, and are better suited for a small group environment. This allows participants to engage with other participants and complete interactive activities, which is not as feasible in a large group setting. While Insight understands the district has already designated district-wide professional development days for the 2020-2021 school year, we recommend transitioning into a smaller group model using affinity groups (i.e. by role, self-selected, or by building) to allow participants to engage with the trainings on a deeper level. Insight can work with the district to establish these groups.

Additional Trainings to Support Schools beyond SY 2020-2021

In addition to the five training sessions outlined above, Insight will continue to support the district beyond the 2020-2021 school year in order to sustain and deepen the social justice work and build antiracist systems. While the five initial trainings during the 2020-2021 school year will provide a high-level overview for all district staff, we recommend additional trainings to go deeper on these topics and engage various, smaller groups of educators.

Year 2 will move beyond the high-level overview to dive deeper into topics and allow for meaningful self-awareness and self-reflection during monthly sessions with affinity groups. The district can then build off of the internal, reflective work from Years 1 and 2 to focus in Year 3 (and onward) on creating more systemic changes, such implementing equity-driven recruitment and retention systems and creating new leadership pathways. This cadence will ensure sustainable and continued progress of the district’s equity and social justice work.

With this in mind, below is an outline of Insight’s various equity-focused offerings tailored to different groups of school staff that can easily be integrated into a 3 year plan of continued work around Social Justice:

Year 2

Monthly Equity Sessions

Following the five training sessions in the first year of implementation, staff learning can continue with monthly equity sessions within smaller affinity groups. A sequence of monthly equity sessions can be created for any group of educators within Ferguson-Florissant School District (such as the Superintendent's cabinet, school leaders, teacher leaders, etc.) and tailored to each individual groups' specific needs, goals, and action plans within district equity initiatives. These sessions use the Courageous Conversations Process (Singleton and Linton, 2006). Insight will develop the scope and sequence of these sessions, plan agendas for bi-weekly equity sessions, facilitate bi-weekly equity sessions, and provide work for all team members to complete in anticipation of sessions.

Deliverables include:

- Scope/sequence document
- Agendas
- PowerPoint presentations
- All materials related to the Courageous Conversations (Singleton and Linton, 2006) course of study

District Equity Team Facilitation

In addition to monthly equity sessions, Insight can support the district in creating and facilitating a designated District Equity Team, as well as provide the tools necessary for the Equity Team to grow and function beyond Insight's support. The cross-functional working group will collaborate to identify, solve, and act upon equity challenges within Ferguson-Florissant School District, and will meet 8-12 times during the course of a school year with the following focus areas:

1. Reflect upon and identify what's really working as well as gaps in equity-focused initiatives within the district, including reviewing data and survey feedback, and identify priorities and goals for moving forward.
2. Engage the group in relevant new learning in trends and best practices to further develop equity goals and antiracist systems within the district.

-
3. Create and administrator teacher feedback surveys and focus groups with current teachers, principals, and other stakeholders to inform the district as a whole on the on-going equity-driven work.

Year 3

Equity Focused Recruitment and Retention Workshop

Recruiting teachers in the last five years has radically changed and district leaders are finding it harder to find the candidates who will be successful in their districts. Additionally, research consistently shows that students of color achieve more when they are taught by effective teachers of color. Insight has extensive experience supporting districts in building year-long, multi-stakeholder, and equity-driven recruitment systems to attract and retain effective teachers to their schools. This workshop gives leaders a new mindset and proven practices on how to attract and keep the candidates they are seeking, with explicit, embedded strategies to grow networks of and recruit and retain teachers of color. The workshop activities include:

1. Evaluating the district's current teacher recruitment plan/system.
2. Focusing attention on data of hiring trends for educators of color and better aligning how to fill vacancies to students' needs.
3. Educating the leaders in trends in teacher recruitment across the US and in their state, as well as the common experiences and challenges faced by teachers of color and the role of race in our education systems.
4. Identifying the district's ideal candidates and building out the stories to attract those candidates.
5. Building connections with new networks through intentional relationship development with higher education institutions (for example, with HBCUs) and community-based organizations
6. Developing next steps for building school-based onboarding teams to support the connection and belonging of new hires.
7. Identifying practices to address retention year-round.

Aspiring Leaders Academy

Though more than half of U.S. students are minorities, recent data shows that about 78% of principals are white.⁴ Having more diverse leaders is linked to positive school outcomes,

⁴ National Center for Education Statistics. (2018). Characteristics of Public School Teachers. U.S. Department of Education. Retrieved from https://nces.ed.gov/programs/coe/indicator_clr.asp

including lower suspension rates and more students of color represented in gifted courses.⁵ Therefore, it is a critical need to increase the number of diverse school leaders. Insight has over two decades of experience with large-scale implementations of leadership development, teacher feedback, and mentoring and coaching programs at the state, district, and school level. We understand the critical role a school leader plays in the overall success of a school, and are uniquely positioned to develop and implement a leadership academy specifically for aspiring leaders of color. We also understand the specific needs and opportunities related to teaching and leading diverse students and communities. As a result, we have worked to identify the features and mechanisms of highly effective leadership development systems and crafted a model of cohesive curriculum in order to create a pipeline of teachers and leaders of color for schools and districts. Participants meet twelve times throughout the academic year.

These additional, systemic supports will help ensure the district has the systems in place to sustain equitable practices for the long term.

⁵ Green, M.R. (2018). Public School Principals of Color: An Exploration of Trends in and Predictors of Representation, and Influence on School-Level Outcomes. (Doctoral dissertation, University of Maryland).; Grissom, J. A., Rodriguez, L. A., & Kern, E. C. (2015). Teacher and principal diversity and the representation of students of color in gifted programs: Evidence from national data. *Elementary School Journal*.

Draft Project Schedule

The following timeline represents Insight’s recommendations based on the RFP and may be adapted following a kickoff meeting with Ferguson-Florissant School District. This project schedule reflects activities for the 2020-2021 school year.

Task/Deliverable	A u g u s t 2 0 2 0	N o v 2 0 2 0	D e c 2 0 2 0	F e b 2 0 2 1	A p r i l 2 0 2 1	J u n e 2 0 2 1
Kickoff Meeting with Ferguson-Florissant School District to align priorities, establish goals, solidify timeline, and develop metrics for success						
Insight and district leadership team conduct district Equity Audit						
Insight works with Ferguson-Florissant School District leaders to create a district Equity Plan that is informed by Equity Audit						
Professional Development Sessions						
Virtual key note and initial 2 hour training, targeting all district staff						
Virtual follow up trainings, targeting all district staff						
All district staff completes follow up application activities between training sessions						
Ongoing Support and Sustainability Efforts						



Collect and review outcome data to gauge impact and determine next steps						
Insight and Ferguson-Florissant School District plan for ongoing support services for years 2 and 3						

Section E: References

Colonial School District

Focus: Led monthly equity sessions with the Superintendent's Cabinet and established a district equity team and equity plan.

Contact: Pete Leida, Ed.D.

Assistant Superintendent

Colonial School District

318 East Basin Road

New Castle, DE 19720

(302) 323-2700

Peter.Leida@colonial.k12.de.us

Guilford County Schools:

Focus: Designed and delivered Leadership Academy for Aspiring Leaders, specifically focusing on leadership development for Black males; conceptualized and facilitated the development of a 5-year strategic plan to implement district-wide improvements to curriculum and professional development in order to improve student achievement.

Contact: Dr. Sharon Contreras

Superintendent

Guilford County Schools

712 Eugene Street

Greensboro, NC 27401

(336) 379-8992

superintendent@gcsnc.com

Syracuse City School District

Focus: Leadership Academies for Principals, Assistant Principals, Aspiring Leaders, and Teacher Leaders.

Contact: Chris Miller

Chief Human Resource Officer

Syracuse City School District

725 Harrison Street

Syracuse, NY 13210

(315) 435-4499

cmiller@scsd.us

DC Public Schools

Focus: Insight (Michael Moody) served as Chief Academic Officer and created a system of principal training and support.

Contact: Brian Pick

Chief of Teaching and Learning

District of Columbia Public Schools

1200 First Street NE

Washington, DC 20002

(202) 442-5611

brian.pick@dc.gov

Insight's Partners

Insight specializes in developing close partnerships with partners to understand their unique challenges, and design practical solutions that get results. For over 19 years, Insight has worked with thousands of educators in districts and schools nationwide to accelerate professional growth and ensure every student has a great teacher. Below are some of our most recent partners. The asterisks indicate districts who are an active partner or a partner we have provided services to in the past five years. No district has ever terminated or ceased a relationship with Insight for reasons other than the contract term ending. Insight has an accordion-style staffing model, and therefore multiple staff members have worked across projects to effectively support partners.

DISTRICTS & STATES		GOVERNMENT & ED ORGS
<ul style="list-style-type: none"> ● Achievement School District (TN) ● ACCEL Charter Network (OH)* ● Alliance College-Ready Schools (CA) ● Apple Academy Charter Public Schools (CA)* ● Baltimore City Public Schools (MD) ● Bassett Unified School District (CA) ● Bozeman Public Schools (MT)* ● Chester County School District (SC)* ● Chicago Public Schools (IL) ● Citizens of the World Charter Network ● Colonial School District (DE)* ● Colorado Department of Education* ● Delaware Department of Education* ● Denver Public Schools (CO) ● District of Columbia Public Schools (DC) ● Dunkirk City Schools (NY) ● Gainesville Independent School District (TX)* ● Highland Falls School District (NY) ● The Governor's Office of Student Achievement (GA)* ● Green Dot Public Schools (CA)* ● Guilford Public Schools (CT) ● Guilford Public Schools (NC)* 	<ul style="list-style-type: none"> ● Lucia Mar Unified School District (CA)* ● Mansfield Public Schools (CT) ● Marion County School District (SC)* ● Marlboro County School District (SC)* ● Maryland State Department of Education* ● Memphis City Schools (TN) ● Metro Nashville Public Schools (TN)* ● Metropolitan School District of Decatur Township (IN)* ● Mississippi Department of Education* ● Montague Charter Academy (CA)* ● New Schools for New Orleans (LA) ● Newark Public Schools (NJ) ● Newton County Schools (GA)* ● New York State Department of Education ● Ohio Department of Education* ● Passaic Public Schools (NJ) ● Por Vida Academy Charter District (TX)* ● Queen Rania Teacher Academy (Jordan)* ● Racine Unified School District (WI)* ● School City of Mishawaka (IN)* ● School District of Philadelphia (PA) ● Shelby County School District (TN) 	<ul style="list-style-type: none"> ● Aspen Institute* ● Broad Center for the Management of Schools* ● California Charter School Association ● Education Service Center of Cuyahoga ● Green Hills Area Education Agency (IA)* ● Grimmway Family Foundation* ● Go! Austin / Vamos! Austin (GAVA)* ● KIPP Foundation* ● Mass Insight ● Partnership for Los Angeles Schools ● Philadelphia Academy of School Leaders* ● Teach For America ● Tennessee Charter School Incubator ● The Bill and Melinda Gates Foundation ● The KIPP Fisher Fellows Foundation ● The New Teacher Project



<ul style="list-style-type: none">● Jackson Public Schools (MS)*● Jackson-Madison County Schools (TN)● KIPP LA (CA)● Kennett Consolidated School District (PA)*● Laurens County School District 56 (SC)*● Lindsay Unified School District (CA)*● Los Angeles Unified School System (CA)● Lost Hills Union School District (CA)	<ul style="list-style-type: none">● St. Hope Public Schools (CA)● Summit Public Schools (CA)*● Syracuse City School District (NY)*● Tennessee Department of Education● UNO Charter Schools (IL)● Waukee Community School District (IA)*● Windham Public Schools (CT)*● York City School District (PA)*● Youth Empowerment Services (TX)*	<ul style="list-style-type: none">● U.S. Department of Education● University of the State of New York Regents● West Georgia RESA*● Western Region Education Service Alliance
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Section F: Proposed Fee Structure

The table below represents the projected fees based upon our current understanding of the work and the approach. However, it is our practice to engage with partners to determine the appropriate scope to meet specific budgets. Should the specifications of the project change, fees will be adjusted accordingly. All pricing is subject to final terms and conditions.

Considering that training sessions are to be facilitated for the entire Ferguson-Florissant School District staff of about 1,800, and to ensure trainings are impactful for participants, Insight can facilitate a maximum of 50 participants per training session. Ferguson-Florissant School District staff would thus need to divide into approximately 36 groups. Insight can work with the district to establish these groups (affinity groups), or they can be determined by the district per participants' role, school building, etc. With the Ferguson-Florissant School District staff divided into 36 affinity groups, additional training days will need to be organized between Insight and the district to accommodate all participants, in addition to the already established professional development days of August 14, November 3, December 18, February 12, and April 2. Insight's accordion-style staffing model will ensure multiple staff members will be available to facilitate additional training sessions and accommodate the schedule that best fits the district and/or individual affinity groups. All meetings and training sessions will be conducted virtually.

SERVICE	COST
Equity Audit and Equity Plan Meetings with Ferguson-Florissant School District Leadership <i>5, 3-hour virtual meetings</i>	\$2,500
Professional Development for School Staff <i>5, 2-hour Training Sessions for 36 groups of maximum 50 participants</i>	\$45,000
Insight Development Days	\$5,000

<i>Internal development days for Insight’s project team to prepare Equity Audit, Equity Plan, and Professional Development Training Sessions</i>	
TOTAL	\$52,500

Section G: Felony Conviction Notification Form

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name: Insight Education Group

Vendor Address: 15760 Ventura Blvd., Suite 700, Encino, CA 91436

Vendor E-mail Address: dickerman@insighteducationgroup.com

Vendor Telephone: 1-800-935-7022, x130 Fax Number: 1-818-385-0075

Authorized Company Official's Name: Anissa Rodriguez Dickerman

Signature of Company Official: (Printed)
Anissa Rodriguez Dickerman

Date: July 24, 2020

Section H: Federal Work Authorization Program (E-Verify) Addendum

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: Anissa Rodriguez Dickerman (signature)

Printed Name and Title: Anissa Rodriguez Dickerman, Chief Strategy Officer

For and on behalf of: Insight Education Group
(company name)

Section I: Federal Work Authorization Program Affidavit

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, Anissa Rodriguez Dickerman, being of legal age and having been duly sworn upon my oath,

state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by Insight Education Group (hereinafter "Company") and have authority to issue this affidavit on its behalf
3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER AFFIANT SAYETH NOT.

By:  (individual signature)

For Insight Education Group (company name)

Title: Chief Strategy Officer

Subscribed and sworn to before me on this 21 day of July, 2020 .



NOTARY PUBLIC

My commission expires: September 30, 2021

Document Notarized using a Live Audio-Video Connection

SAMANTHA NYE
ELECTRONIC NOTARY PUBLIC
COMMONWEALTH OF VIRGINIA
REGISTRATION # 7747969
COMMISSION EXP SEPTEMBER 30, 2021

Section J: Resumes

The pages that follow contain resumes of all Insight staff that are designated to deliver services outlined within this proposal.

Dr. Anissa Jean Rodriguez Dickerman

15760 Ventura Blvd., Ste. 700 • Encino, CA 91436

Phone: 800.935.7022 • Fax: 818.385.0075

E-Mail: dickerman@insighteducationgroup.com



EDUCATION/CERTIFICATION

University of Texas at Austin. Austin, TX 2007
Ph.D., Educational Policy and Planning, Educational Administration

Texas A&M University. College Station, TX 2003
M.Ed., Educational Administration
Specialization: Public School Administration K-12

Texas A&M University. College Station, TX 2000
B.S., Interdisciplinary Studies

EXPERIENCE

Insight Education Group, Inc. Encino, CA
Chief Strategy Officer 2019-Present

- Establishes the long-term vision of the organization
- Provides guidance on organizational growth strategies
- Leads partnership development efforts
- Leads overall strategy for developing partnerships with schools, districts, states, and other organizations
- Clarifies and brings shared alignment to organizational vision
- Drives decision-making that sustains organizational change
- Develops concepts, cost proposals, and provides thought leadership for proposal submissions
- Leads partnership growth strategy and change management efforts across divisions

Senior Vice President of Strategic Partnerships 2018-2019

- Provides oversight and management of the Analysts specific to team operations, performance management, and human capital
- Broad responsibilities include:
 - Developing new partnerships with schools, districts, states, other organizations
 - Project management
 - Responding to RFP and federal grant opportunities
 - Preparing and providing presentations for Insight as RFP finalists
 - Submitting and presenting conference proposals
 - Presenting business development opportunities to potential LEA/SEA partners
 - Seeking business development opportunities

Chief of Staff 2016-2018

- Provides oversight and management of the Service Delivery team specific to team operations, performance management, and human capital
- Works closely with Sales Leads to manage the health of contracts from a staffing and financial perspective
- Broad responsibilities include:
 - Service delivery, including instructional professional development for educators; observer calibration training and certification; teacher, principal, and superintendent evaluation

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systems; program evaluation

- Service delivery team management
- Contract management and staffing
- Oversight of Insight's instructional coaching and feedback models
- Recruitment and onboarding
- Project management
- Responding to RFPs
- Business development

University of Texas System-Institute for Transformational Learning. Austin, TX

2016-2017

Lead Instructional Designer

- Lead effort to transform curriculum blueprints and instructional strategy into highly effective, engaging, learner-centered design
- Coordinate between faculty course designer and the design and production team
- Create innovative, high impact, creative instructional designs and learning experiences which further the goals of the defined curriculum and program
- Review design documents for instructional quality, creativity, fidelity to vision, and content accuracy
- Mentor and manage resources as needed
- Work with subject matter experts and key stakeholders at client institutions to ensure that the designed product meets learner needs and institutional goals
- Work with production and infrastructure teams to ensure that designed product works within the constraints of the various systems
- Ensure that the finished product meets instructional and institutional goals
- Work with the production team to ensure efficient process and clear understanding of the design specifications
- Review output from production
- Work with key stakeholders at client institutions to ensure that the produced product meets learner needs and institutional goals
- Manage scope and guide project decisions to help ensure that a high-quality product is delivered on-time and on-budget
- Provide weekly updates and reports as requested

Cohesion. Burlington, MA

2016

Subject Matter Expert and Course Developer

- Develop course structure and content for graduate superintendent courses at Indiana Wesleyan University in collaboration with Pearson Educational Measurement
- Create design documents
- Create course content
- Create lesson workshops
- Provide subject matter expertise on design documents and course maps

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American Public University System. Charles Town, WV

2012-2016

Subject Matter Expert and Course Developer

Graduate Adjunct Faculty for Master of Education Teaching Candidates

- Teach online graduate courses to students pursuing a Master of Education degree in teaching
- Design graduate level courses and serve as a course lead

Advancement Courses, Inc. New York City, NY

2015-2016

Professional Development Course Writer/Developer and Consultant

- Design professional development courses for educators to receive professional development or graduate course credit
- Develop print and online course content for professional development
- Write detailed and concise syllabi for subject specific courses that include a course description, measurable objectives, learning outcomes, unit overviews, activities, and assessments
- Write engaging, practice focused course content including formative assessments and a summative assessment
- Work with the Director of Curriculum and Instruction to storyboard course(s) for graphical video production
- Use Learning Management System (LMS) and Articulate Storyline (or something similar) to develop the online content
- Organize course and content to leverage existing content in the online professional development offerings

Credo. Boston, MA

2015

eLearning Developer

- Develop online instructional tutorials utilizing Articulate Storyline 2
- Collaborate with learning management team and subject matter experts on content

National Institute for Excellence in Teaching (NIET). Santa Monica, CA

2012-2015

TAP: The System for Student and Teacher Advancement.

Director, Learning Technology

- Support all aspects of NIET activities with the implementation and management of the TAP system, a comprehensive school reform model, including TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance, oversight of certification for observers (including calibration and inter-rater reliability training)
- Responsible for instructional design and authoring, creating content, and management of the TAP System Training Portal, an online training and resource portal as well as the NIET Best Practices Portal, developing trainings and online learning through e-learning modules using Articulate Studio/Storyline and Camtasia, collaborating with a variety of vendors, and developing a core training curriculum for national implementation

Assistant Director, School Services

2011-2012

- Support all aspects of NIET activities with the implementation and management of the TAP

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system, a comprehensive school reform model, including TAP training presentations and development, coaching, training, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance

Senior Program Specialist

2010-2011

- Support all aspects of NIET activities with the implementation and management of the TAP system, a comprehensive school reform model, including teacher and executive coaching, conducting observations and calibration training, providing coaching and feedback for teachers and school leaders, designing professional development for teachers and leaders, TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance

Shmoop. Los Altos, CA

2011

Online Content Writer (Contract)

- Serve as an online content writer providing exam guides for high school students

Texas TAP: The System for Student and Teacher Advancement. Austin, TX

2007-2010

Institute for Public School Initiatives, The University of Texas System Administration

Project Coordinator

- Support all aspects of state-level TAP support activities with the implementation and management of the TAP system, a comprehensive school reform model, including teacher and executive coaching, TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance

Executive Master Teacher

- Support all aspects of state-level TAP support activities with the implementation and management of the TAP system, a comprehensive school reform model, including teacher and executive coaching, TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance

Berkman Elementary, Round Rock ISD. Round Rock, TX

2004-2007

School Administrator

- Serve as an instructional leader for students in a Title I bilingual school
- Serve as an assessment coordinator, evaluate teachers, conduct ARD meetings, attend district-level meetings and professional development sessions, respond to parent requests, organize fundraisers and other school-wide events.

Austin ISD Strategic Compensation Initiative. Austin, TX

2007

Educational Consultant

- Provide guidance with creating student learning objectives and with various performance based compensation models

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- University of Texas at Austin: K-16 Education Center.** Austin, TX 2007
LUCHA Language Learners at the University of Texas at Austin's Center for Hispanic Achievement
Educational Consultant
- Provide guidance with the creation of online eLearning modules for high school credit programs
- Edvance, Inc., Texas Online Reading Academy Modules.** Austin, TX 2005
Educational Consultant
- Developed content for an online professional development curriculum and online e-learning modules in the Texas Online Teacher Reading Academies
- Partnership for Texas Public Schools.** Austin, TX 2003-2004
Texas Education Agency and the Texas A&M University System
Coordinator for English Language Learner Programs
- Assisted in the creation of ISLA, the Institute for Second Language Acquisition at Texas A&M University in Corpus Christi
 - Provided technical assistance for bilingual education programs throughout the state
- Southwood Valley Elementary.** College Station, TX 2001-2003
First Grade Educator and Administrative Intern
- Served as a first grade teacher, created assessments for students, taught all subject areas in a self-contained classroom setting, managed caseloads for students with special needs and ESL students
 - Served as an administrative intern and provided assistance to the school administrative staff and created a substitute handbook for the school district
- Fannin Elementary.** Bryan, TX 2001
Language Arts Facilitator
- Served as a language arts facilitator for first and second grade students struggling with reading
 - Achieved target goal of increasing all students' reading levels so that they were on grade level by the end of the school year

Dr. Michael Moody

15760 Ventura Blvd., Ste. 700 • Encino, CA 91436
 Phone: 800.935.7022 • Fax: 818.385.0075
 E-Mail: moody@insighteducationgroup.com

EDUCATION/CERTIFICATION

University of Southern California Rossier School of Education. Los Angeles, CA Doctor of Education, Educational Leadership	2005
Harvard University. Cambridge, MA Graduate School of Education Master of Education; Emphasis: Teaching and Curriculum	1997
Marquette University. Milwaukee, MI Bachelor of Arts, English Member of Sigma Tau Delta, National English Honor Society	1996
St Clare's, Oxford. Oxford, England Liberal Arts Program	1995

EXPERIENCE

Insight ADVANCE. Encino, CA Founder	2016-Present
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- Founded an edtech firm focused on utilizing technology to observe and provide feedback to teachers, calibrate and manage observers and provide e-learning experiences for all practitioners.
- Manage company operations to ensure quality, efficiency, service, and cost-effectiveness
- Build and manage a high performing team to successfully position the company as a national edtech leader
- Develop a strategic plan to advance the company's mission and objectives and to promote revenue, profitability, and growth as an organization.
- Create and lead product development and marketing through the organization's start-up phase with aggressive, ground- breaking development and strategic marketing initiatives.
- Promote the company through written articles and personal appearances at conferences and convenings.

Insight Education Group, Inc. Encino, CA Founding Partner & Director CEO	2000-Present 2000-2015
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- Founded consulting firm to support the growth of teachers and school leaders
- Oversaw company operations to ensure quality, efficiency, service, and cost-effective management of resources
- Built and managed a high performing management team to successfully position the company as the national leader in the implementation of large scale instructional improvement initiatives at the school, district, state and federal levels.

Dr. Michael Moody

15760 Ventura Blvd., Ste. 700 • Encino, CA 91436
 Phone: 800.935.7022 • Fax: 818.385.0075
 E-Mail: moody@insighteducationgroup.com

- Developed a strategic plan to advance the company's mission and objectives and to promote revenue, profitability, and growth as an organization.
- Designed and managed national projects related to curriculum development, instructional effectiveness, instructional coaching and assessment for PK-12 public schools
- Designed and implemented professional learning experiences supporting equity and diversity

Examples of client projects:

- District of Columbia Public Schools (DCPS) - Washington, DC
- Served as Chief Academic Advisor and lead designer of the district's instructional reform strategy
- Reorganized the Office of Teaching and Learning, Leadership Training Program, and District Professional Development Plan
- Led the design and implementation of the Teaching and Learning Framework, including the training of all district staff and calibration of coaches and school leaders
- Shelby County Public Schools (Formerly Memphis City Public Schools)
- Led the design and implementation of the Teacher Effectiveness Measure (TEM)
- Trained and supported over 700 observers and school leaders, including observer calibration and training of effective feedback and support
- UCLA/School Management Program - Los Angeles, CA
- District-wide instructional coach and professional learning facilitator on curriculum development and classroom assessment
- Coached administrators on school management and program implementation
- Los Angeles Unified School District - Los Angeles, CA
- Trained district staff on assessment administration and data collection
- Conducted classroom visits and observations as part of a five-year study evaluating the district's reading program

L.E.A.P. Academy Charter High School	2004-2006
Founder	
<ul style="list-style-type: none"> • Founded charter high school within Los Angeles Unified School District • Oversaw school operations and instructional program • Hired and trained staff to assume leadership of the school in 2006 	
University of California, Irvine. Irvine, CA	2003
Instructor	
Behavior Health Consultants. Los Angeles, CA	2000
Behavior Intervention Specialist	
Palma Ceia Elementary School. Hayward, CA	1999-2000
Grade 3 Teacher	

Dr. Michael Moody

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Phone: 800.935.7022 • Fax: 818.385.0075

E-Mail: moody@insighteducationgroup.com



Cesar Chavez Middle School. Hayward, CA 1997-1999
Grade 7 Math/Science Teacher, Grade 7 / R.S.P. Teacher, Grade 8

Center for Collaborative Education. Metro Boston 1996-1997

PRESENTATIONS/PUBLICATIONS

- Moody, Michael. "Four Ways Blended PD Makes Teachers Ready for the Classroom." Getting Smart, February 3, 2017. <http://www.gettingsmart.com/2017/02/four-ways-blended-pd-makes-teachers-ready-for-the-classroom/>
- Moody, Michael. "How a School of Education is Using Video for Teacher Feedback." Insight ADVANCE Blog, November 30, 2016. <http://www.insightadvance.com/blog/teacher-feedback-how-using-video-ensures-growth-and-trust>
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- Moody, Michael. "How to Give Teachers the Feedback They Need." Education Week, July 20, 2015. http://blogs.edweek.org/edweek/education_futures/2015/07/how_to_give_teachers_the_feedback_they_need.html
- Moody, Michael. "Action Replay." Language Magazine, May 2015. http://languagemagazine.com/?page_id=123840
- Moody, Michael. "Instructional Coaching." EdTech Digest, November 12, 2015. <https://edtechdigest.wordpress.com/2015/11/12/instructional-coaching/>
- Moody, Michael. "Video in Educator Effectiveness: What It's Really about— and What It's Not." SmartBrief, March 9, 2015. <http://www.smartbrief.com/original/2015/03/video-educator-effectiveness-what-its-really-about-and-what-it-s-not>
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Dr. Michael Moody

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- Moody, Michael. "3 benefits of video in teacher evaluation & professional development." LinkedIn Post, May 15, 2015. <https://www.linkedin.com/pulse/3-benefits-video-teacher-evaluation-professional-michael-moody>
- Moody, Michael and Stricker, Jason. Strategic Design for Student Achievement. New York, NY: Teachers College Press, 2008.

PROFESSIONAL MEMBERSHIPS/ AFFILIATIONS

- American Educational Research Association (AERA), Association for Supervision and Curriculum Development (ASCD), California Charter School Association (CCSA), Education Industry Association (EIA), Learning Forward (formerly NSDC), Phi Delta Kappa

CERTIFICATIONS/ CREDENTIALS

- State of California, Commonwealth of Massachusetts: Single Subject Teaching Credential, English
- State of California: Tier II Professional Administrative Services Credential

Kathleen E. England

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EDUCATION/CERTIFICATION

University of Connecticut. Storrs, CT Executive Leadership Program	2013
University of Connecticut. Storrs, CT Doctor of Philosophy (Ph.D.) in Educational Leadership	ABD
University of Connecticut. Storrs, CT Master of Arts (M.A.) in Education	1994
University of Connecticut. Storrs, CT Bachelor of Science (B.S.) in Elementary Education	1985

EXPERIENCE

Insight Education Group, Inc. Encino CA 2018 – Present
Partnership Manager

- Partners with clients to provide targeted support on educator effectiveness and strategic planning initiatives
- High level responsibilities include:
 - Executive coaching superintendents and principals
 - Facilitating district strategic planning process
 - Facilitating conversations on race and equity
 - Leading teams to enact school and district improvement

Examples of clients include:

- Jackson Public Schools, MS
 - Conducted a data study and wrote a comprehensive report for district and school improvement
 - Led a team to implement strategies for improvement, including developing a district strategic plan, collaborating with the Superintendent to restructure the central office, revising the instructional framework and creating an intervention framework
 - Impact/success: District has adopted the new strategic plan and is making substantive change to improve performance
- Colonial School District, DE:
 - Plan and facilitate bi-weekly Superintendent’s Cabinet conversations on race and equity
 - Plan and facilitate monthly District Equity Team meetings
 - Impact/success: District is advancing its work on providing equitable access to high-quality education and conditions for all students

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Hartford Public Schools. Hartford, Connecticut

Chief of Academics, Teaching, Learning, and Student Supports

2017 – 2018

- Oversee the work of the Offices of College and Career Readiness; School Culture and Climate; Curriculum, Instruction and Media Literacy; Data and Accountability; English Learners; Professional Learning; and Special Education Services for 21,000 students in 47 schools.
- Ensure equitable use of multi-million-dollar budget.
- Oversee the implementation of effective teaching, learning and assessment within the construct of the district theory of action.
- Implement and support curriculum, instruction and support services and assessments to meet the needs of students in general, special, bilingual, and gifted and talented education.
- Plan, develop and implement a student support services program addressing the entire continuum of services and delivery.
- Develop and maintain partnerships with critical stakeholders including parents, teachers, principals, higher education leaders, business leaders, policy makers and professional associations.
- Oversee the implementation of the district's Systemic Continuous Improvement processes.
- Create a culture of high engagement and expectations with principals and other administrators during all professional learning activities.
- Supervise, coach, and evaluate principals and central office leaders.
- Provide professional learning to the Senior Leadership Team to create the conditions for leaders to lead for learning district wide.
- Ensure alignment of instructional, human, and financial resources with the district's priorities and strategic plan.

Chief Academic Officer

2014 – 2017

- Serve as a member of Superintendent's Cabinet.
- Lead the work of the Office of Academics, including the Offices of College and Career Readiness; Curriculum, Instruction and Media Literacy; English Learners; and Data and Accountability for 21,000 students in 47 schools.
- Ensured equitable use of \$9.3 million budget across the Office of Academics.
- Led district-level professional learning regarding cultural competence, equity and access.
- Developed and oversaw implementation of new school designs.
- Collaborated with community and business partners to gain support for Office of Academics initiatives.
- Served as a member of the district's Sheff Desegregation negotiations team.

Associate Superintendent for Instructional Leadership (Portfolio Director)

2013 – 2014

- Implemented portfolio of schools reform strategy.
- Supported and evaluated a network of principals in all aspects of work.
- Brokered services of central office team to assist principals in improving student achievement and eliminating achievement gaps.
- Assisted principals and central office team in refining understanding of autonomy and improving autonomous decisions.
- Assisted principals in developing innovative practices and/or school designs to improve student achievement.

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- Collaborated with central office cabinet members to streamline portfolio practices and policies

Superintendent's Designee: Lighthouse School Initiative

2013 – Present

- Lighthouse School Initiative results from latest agreement in Sheff vs. O'Neill segregation lawsuit.
- Chaired, on the Superintendent's behalf, Board of Education appointed Lighthouse School committee.
- Facilitated Lighthouse School committee's selection of a Lighthouse School candidate: a mid-performing neighborhood school on the cusp of high performance in an improving neighborhood that would strengthen racial integration through stabilization of area residential patterns based on the quality of the school.
- Conducted community forums.
- Developed application process and rating rubrics.
- Guided school communities through design options.
- Assisted successful candidate in developing budget (\$2.25 million over three years) to ensure quality implementation of the STEAM theme.
- Collaborated with City of Hartford to create development plan to support neighborhood integration

Superintendent Intern

2012 – 2013

- Served over 125 hours as Superintendent Christina Kishimoto's intern during Executive Leadership work at the University of Connecticut.

Windham Public Schools. Windham, Connecticut

Deputy Superintendent / Director of Schools

2012 – 2013

- Examples of responsibilities, accomplishments
- Examples of responsibilities, accomplishments
- Initiated and implemented portfolio reform strategy in this new portfolio district.
- Developed new school designs.
- Conducted community forums.
- Developed and implemented a talent management strategy for the district.
- Evaluated all principals, Director of ESOL and World Language, Director of School and Community Partnerships, Director of Human Resources, Director of Guidance.
- Developed and implemented pilot Administrator Evaluation program.
- Assisted administrative team with implementation of Teacher Evaluation pilot.
- Contributed to University of Connecticut research on pilot Administrator Evaluation and Teacher Evaluation programs.

Manchester Public Schools. Manchester, Connecticut

Principal, Nathan Hale School

2006 – 2012

- Removed from AYP School in Need of Improvement designation (2011).
- Selected as Title I Demonstration Site through the Connecticut State Department of Education (2009).
- Awarded Heisman Trophy Trust Grant to purchase books for every student to diminish summer academic lag (2010).
- Awarded multi-year grant through Connecticut Health Foundation to develop academic and social supports to prevent students from entering the Juvenile Justice System and Behavioral/Mental Health System (2009)

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K-12 Language Arts Supervisor and Title I Coordinator 2005 – 2006

- Managed all aspects of language arts professional development in the district.
- Modeled lessons and coached teachers.
- Served as Connecticut Mastery Test (CMT) Coordinator for district.
- Composed and managed district Title I grant.
- Served as member of District Equity Team.

University of Connecticut. Storrs, Connecticut

Adjunct Professor 2008

- Administrator Preparation Program – Supervision of Educational Organizations

Mentor 2008 – 2011

- Administrator Preparation Program

Norwich Public Schools. Norwich, Connecticut

Principal, Samuel Huntington Elementary School 2000 – 2005

Connecticut State Department of Education (CSDE). Hartford, Connecticut

Education Consultant 1998 – 2000

- Responsible for all state early literacy initiatives.
- Developed and published Early Literacy policy.
- Developed and led state Early Literacy Academies, resulting in comprehensive training of more than 1600 teachers in two years.

Farmington Public Schools Consortium. Farmington, Connecticut

Reading Recovery Teacher Leader 1993 – 1998

- Responsible for year-long graduate level training and supervision of Reading Recovery Teachers

Willington and Farmington Public Schools. Willington and Farmington, Connecticut

Teacher 1986 – 1993

- Grades 1 through 3

HONORS/AWARDS

- 2015 – Finalist for Broad Fellowship.
- 2011 – Invited by David Nee, Executive Director, Graustein Memorial Fund, to serve on system design team for Right from the Start: An early education and child development system.
- 2010 – Received the Connecticut Reading Association Nicholas Criscuolo Reading Award for Administrators.
- 2009 – Invited by Commissioner McQuillan, Connecticut State Department of Education, to facilitate panel discussion for the State of Connecticut's inaugural Reading Summit.
- 2009 – Member, Manchester Public Schools District Equity Team.

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- 2007 – Chair, Manchester School Readiness Council.
- 2003 – Received the David L. Clark award from American Educational Research Association for outstanding dissertation proposal

CERTIFICATIONS/ CREDENTIALS

- Superintendent Certification, Connecticut
- Intermediate Administrator, Connecticut
- Elementary Education (PK-8), Connecticut
- Reading Recovery™ Teacher Leader

Britt Britton

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EDUCATION/CERTIFICATION

University of Pittsburgh. Pittsburgh, PA 1998
Masters of Education, Special Education

University of Pittsburgh. Pittsburgh, PA 1997
Bachelor of Arts, Interdisciplinary Studies, Concentration: Urban and Multi-ethnic education
Magna Cum Laude

EXPERIENCE

Insight Education Group, Inc. Encino, CA 2016-Present
Partnership Manager

- Manage a portfolio of contracts, serving as day-to-day point-of-contact for clients and leading the execution of contract requirements including keeping a pulse on staff utilization rates and the status of the contract budget
- Engage with senior level client leadership to thought partner with and collaborate on the goals and overall direction of a contract, including the development and execution of the implementation plan
- Lead contract team members to design and implement services for clients including strategic consulting, planning and strategy design; coaching; training; program development; and resource development
- Areas of expertise: school leadership coaching, coaching towards school turnaround

Examples of clients include:

- Syracuse City School District (SCSD), NY: Support the design and execution of SCSD's Leadership Academy efforts providing leadership training and support to current, aspiring and new principals as well as vice principals across the district; provide executive coaching to build school leadership capacity for ten principals

Catapult Learning. Camden, NJ 2009-2016
Vice President of Educational Services

- Collaborated with the Senior Vice President to negotiate, retain, and increase contracts with clients at the district and school levels across the region to maintain and grow the partnerships and develop business
- Managed school contracts and fostered strong client relationships to ensure state level and school level turnaround teams develop, implement and monitor effective plans that identify and target individualized school needs
- Provided school leaders with modeling, coaching, guided practice and feedback in support of analyzing data, identifying root causes, and leading school-based teams to create; implemented and monitored school improvement plans and system refinement
- Coached school leaders to become instructional leaders, and to effectively employ all aspects of instructional leadership

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- Appointed Regional Lead for the Pedagogy and Curriculum Team; served as lead liaison for national curriculum and instructional leads

Pennsylvania Training and Technical Assistance Network (PaTTAN). Harrisburg, PA

2005-2009

Pennsylvania Department of Education (PDE)

Educational Consultant

- Served as statewide lead and coordinator for the Department's Assessing to Learn: PA Benchmark Initiative, PA Comprehension Strategies Intervention (PA CSI) Pilot Project, PA's Center for Data-Driven Reform in Education (CDDRE) Partnership, and the Bureau of Special Education's (BSE) Standards-based Individualized Education Plan (SBIEP) Initiative.
- Managed and coordinated all aspects of the PA Benchmark Initiative including academic, operational, contractual and financial and led its expansion from 27 to 380 participating school districts
- Partnered with and led, as one of PDE's 16 Distinguished School Leaders, school district leadership in school improvement efforts aimed at helping struggling school district achieve Adequate Yearly Progress (AYP)
- Served as a State Superintendent appointed member of Pennsylvania's School Improvement Leadership Team responsible for developing and refining Statewide System of Support for PA Schools in School Improvement, resulting in the co-authoring, with state and national experts of "*Getting Results!*" framework that was adopted statewide.
- Assisted superintendents and principals with improving efficiency in allocation, coordination and management of academic, fiscal and human resources to maximize impact on student achievement and alignment to district goals
- Presented and assisted with crafting professional development for Reading First technical assistants, coaches, teachers and leaders including

Central Dauphin School District. Linglestown, PA

2001-2005

Linglestown Middle School

Special Education Teacher/Case Manager

- Collaborated with district leads to train administrators, teachers and the community in educating students with disabilities
- Managed all facets of classroom operations resulting in a nurturing, challenging learning environment where the needs of students were met and social, emotional and academic goals achieved
- Developed and prepared instructional and assessment materials aligned to PA Standards and Assessment Anchors
- Consulted and collaborated with regular education teachers and other specialists to ensure appropriate implementation of instructional and behavioral interventions, and compliance with all aspects of Individualized Education Plans (IEPs)

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Orange County Schools. Hillsborough, NC

1999-2001

Hillsborough Elementary School

Exceptional Children's Teacher

- Restructured the school-wide Special Education Program to provide a continuum of services that addressed the various needs of students with disabilities and access to and inclusion in the general education curriculum
- Designed a collaborative program that linked parents, teachers, specialists administration and the community with the overall development of student with disabilities in a Blue Ribbon school with a year-round calendar

Jessica Wilson

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EDUCATION/CERTIFICATION

- Walden University.** Minneapolis, MN 2010
M.S. in Education: Literacy and Learning in the Content Area
- University of Wisconsin-Madison.** Madison, WI 2003
B.S. in Elementary Education (1-9) and History

EXPERIENCE

- Insight Education Group, Inc.** Encino CA 2018-Present
Analyst
- Work with contract team members to produce client-facing documents, resources, and tools
 - Serve as point for the overall administrative and operational support required across a portfolio of contracts
 - Collect and analyze various data sources and write reports that synthesize these data
 - Provide research support across all company efforts
- The SEED School of Maryland.** Baltimore, MD 2018
Contracted Title I Grant Writer
- Worked with the school's Federal Grants Manager to complete Title I Grant application and schoolwide plan
 - Compiled data for and completed school's Comprehensive Needs Assessment
 - Using team notes and feedback, drafted annual goals and framework for measuring progress
 - Provided guidance to Federal Grants Manager to ensure deadlines and requirements were met
- The SEED Foundation.** Washington, DC 2016-2018
Senior Director of Academics – Academic Community of Practice Facilitator
- Planned, facilitated, and organized monthly virtual meetings of network academic leaders, as well as visits to network schools for instructional rounds and data analysis sessions
 - Solicited input from committee members and provided feedback to Foundation staff and network Heads of School on academic initiatives, budgeting decisions, and long-term goals
- The SEED School of Maryland.** Baltimore, MD 2015-2018
Director of Academics
- Provided curricular and instructional leadership for the 6th-12th grade academic program
 - Oversaw and coordinated the ongoing day-to-day operation of the academic program
 - Hired, supported, and supervised 60+ academic team members including teachers, specialists, and administrators

Jessica Wilson

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- Planned, implemented and refined professional development around topics such as data driven instruction, student engagement, equitable grading and assessment practices, management, and content area literacy
- Collected, monitored, analyzed and acted upon student achievement, school performance and other data using relevant systems and tools
- Worked with the Head of School and Core Leadership Team to develop an integrated dynamic amongst the school's boarding, academic, and support services programs and personnel
- Worked with the school administrative team to ensure the smooth operation of the 24-hour program
- Developed and administered an annual budget in consultation with the Managing Director and Head of School
- Partnered with stakeholders at Maryland State Department of Education to ensure program compliance with state regulations, improve programming and seek professional learning opportunities

The SEED Public Charter School of Washington, DC. Washington, DC

High School Director

2014-2015

- Reporting directly to the Head of School, provided curricular and instructional leadership for the high school academic program and oversaw daily operations of the program
- Recruited, hired, supervised and developed high school teachers
- Collaborated with Middle School Director to ensure vertical alignment and cohesive operation of the 6th-12th grade academic program
- Tracked student progress towards graduation, working with students and families to develop alternative paths to graduation when needed; created and communicated school policy to ensure compliance
- Monitored and assessed student achievement with appropriate data collection and analysis tools' coached teachers to use data to refine practice and improve student achievement
- Worked with the Head of School and other senior staff leaders to develop an integrated dynamic among the school's boarding, academic and support services programs and personnel
- Communicated and partnered with District of Columbia Public Charter School Board to improve programming and ensure compliance with local academic regulations pertaining to high school

High School Program Director

2011-2014

- Assisted the school Principal with
 - curriculum and program development and evaluation
 - defining goals and expectations of the high school program
 - monitoring and assessing student achievement
 - supervising and evaluating the effectiveness of high school staff
- Tracked student progress towards graduation, working with students and families to develop alternative paths to graduation when needed
- Served as the Advanced Placement coordinator, leading the AP team, administering spring exams, and providing support to AP students and families
- Planned and facilitated staff development and trainings

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- Supported the development and implementation of school restructuring programs, consensus and team building models, interdisciplinary teams and shared decision making
- Collaborated with Middle School Program Director to oversee schoolwide state standardized testing initiatives

Upper School Academic Cohort Leader

2009-2011

Worked collaboratively with the Upper School Student Life Cohort Leader to:

- Plan agendas for and lead grade level cohort meetings, facilitating communication between teams
- Plan for and monitor end-of-year Presentations of Learning for all upper school students
- Plan for and lead weekly community meetings with students and staff
- Analyze student data and generate cohort/student action plans (in consultation with Dean of Students)

Social Studies Instructional Coach

2008-2011

- Completed informal observations and coaching of each teacher in the department, providing support, feedback and professional growth opportunities
- Led the development of 6th-12th grade vertical social studies curricula and scaffolded writing and document analysis rubrics
- Developed the department's common planning calendar and facilitated common planning sessions
- Acted as a conduit between the administration and teachers, serving on the Academic Leadership Team

Social Studies Teacher (Grades 7-12)

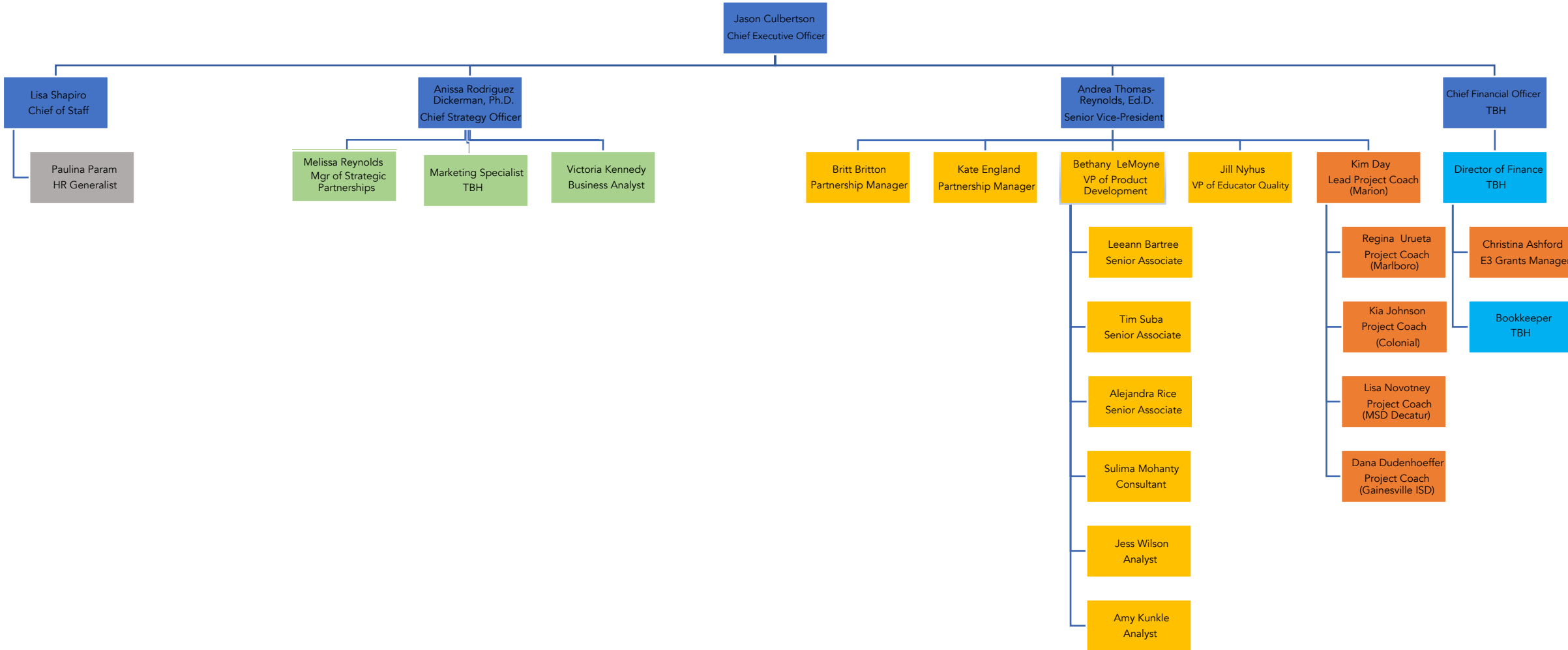
2004-2011

- Designed and implemented 12th grade American Government, Advanced Placement American Government and high school Economics curricula that emphasized critical thinking, argumentation and writing
- Worked with 7th grade Civics team to design and implement curriculum that emphasized reading and writing skill development, as well as community awareness and engagement
- Utilized Boys Town model of classroom management and social skill instruction to foster social and emotional growth while creating a safe, welcoming classroom environment

Appendix A: Insight Organizational Chart



2020 Organizational Chart As of 7.1.2020



Appendix B: Example Monthly Equity Meeting Agenda

Agenda



DISTRICT NAME

Superintendent's Cabinet Meeting: Equity Work

DATE, 10:30-12:00

Pre-reading:

- Review the Six Conditions
- Read/Review "Persistence: The Key to Racial Equity Leadership"

Meeting Goals:

- Review and Discuss the Six Conditions
- Discuss How the Conditions Move Us Toward Anti-Racism
- Conduct Initial Discussion of Persistence

10:30- 10:40	<ul style="list-style-type: none">• Welcome/Meeting Framing	Kate
10:40- 11:10	<ul style="list-style-type: none">• The Six Conditions: Wrap-up<ol style="list-style-type: none">1. Individually Review the Key Components of Each Condition (10 minutes)2. Written Reflection: (10 minutes)<ul style="list-style-type: none">○ Which of the Conditions was easiest for you to embrace?○ Which was the most difficult?○ List three specific commitments you can make to actualize one or more Conditions	Team

Agenda



11:10-
11:40

“Racial equity is the condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fared.”

https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/other-resources/Racial_Inequity.pdf

- How Do We “Live the Conditions”, ensuring equity and becoming anti-racist?
“What is important is your willingness to expand your racial consciousness, deeply explore your own racial identity, and better empathize with corresponding perspectives and experiences of the racial other.” Glenn Singleton
- What is the difference between non-racist and anti-racist (pp.56-58)?
 - How do Singleton’s Conditions help us move toward becoming anti-racist? (also see p. 85)
 - Respond to quotes

11:40-
12:00

- Persistence: The Key to Racial Equity Leadership
 - View Singleton Video <http://qrs.ly/wi4bkdt>
 - What are our next steps as a Senior Leadership Team?



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Insight Education Group is an international educational consulting organization that works with education leaders to develop the strategy and confidence to lead bold change—and provides the embedded supports to make change happen.



ATTORNEY GENERAL OF MISSOURI

ERIC SCHMITT
April 12, 2022

Custodian of Records
Ferguson-Florissant School District
8855 Dunn Rd.
Hazelwood, MO 63042

Sent via email to jdavis@fergflor.org; khampton@fergflor.org

RE: Sunshine Law Request

Dear Dr. Davis:

I write to request copies of the following public records pursuant to Chapter 610 of the Missouri Revised Statutes:

1. All contracts, including scope of work agreements, with any consulting company or entity (whether for profit, or not-for-profit) that provides justice, diversity, equity or inclusion training (or any similar training regardless of how titled or referenced) entered into by the Ferguson-Florissant School District during calendar years 2020, 2021 or 2022 including, but not limited to, any contract for services with Educational Equity Consultants.
2. All invoices, paid and unpaid, from Educational Equity Consultants, or any other consulting company or entity as described in request number one with which the district engaged, received by Ferguson-Florissant School District during calendar years 2020, 2021 and 2022.
3. All presentations and training materials provided to the district by Educational Equity Consultants, or any other consulting company or entity as described in request number one. As used in this request, "presentations and training materials" means any document – whether hard copy or electronic – provided or used during any portion of justice, diversity, equity or inclusion training including, but not limited to, Power Point presentations, charts, graphs, pictograms, articles or demonstrative exhibits.

I request that all responsive records be produced electronically, or be made available immediately for inspection.

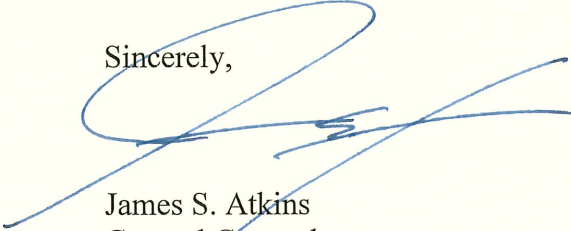
This request seeks documents that are in the public interest because they are likely to contribute to a better understanding of the operations or activities of Ferguson-Florissant School

Supreme Court Building
207 W. High Street
P.O. Box 899
Jefferson City, MO 65102
Phone: (573) 751-3321
Fax: (573) 751-0774
www.ago.mo.gov

District. In addition, this is not a request for commercial purposes. For these reasons, pursuant to § 610.026.1(1), RSMo, the Missouri Attorney General's Office requests a waiver of any fees associated with processing this request for records.

Thank you for your time and attention to this matter.

Sincerely,



James S. Atkins
General Counsel



ATTORNEY GENERAL OF MISSOURI

ERIC SCHMITT
April 12, 2022

Custodian of Records
Ferguson-Florissant School District
8855 Dunn Rd.
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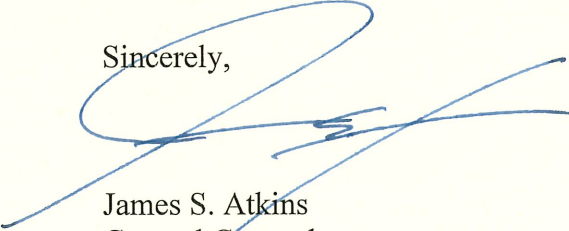
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Thank you for your time and attention to this matter.

Sincerely,



James S. Atkins
General Counsel

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations (Respondent) are invited to submit 3 copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name JWE Education Consulting, LLC (dba Midwest Collaborative for Cultural Proficiency in Schools)	Authorized Person Jaime E. Welborn, Founder
Address 241 Dogwood Meadow Court	Signature
City, State, Zip Saint Peters, Missouri 63376	Title Founder and Executive Director
Tax ID# 82-4324885	Phone 636-259-0993
Entity Type Limited Liability Company	Email midwestccps@gmail.com

**PROPOSAL – Professional Development for Social Justice for Anti-Racists Schools
Submitted by Jaime E. Welborn, Ph.D.
Ferguson Florissant School District – July 24, 2020**

A. Basic Information:

Name of organization

JWE Education Consulting, LLC
dba (doing business as) – Midwest Collaborative for Cultural Proficiency in Schools

Size and organization of the company

JWE Education Consulting, LLC (dba Midwest Collaborative for Cultural Proficiency in Schools) is a sole proprietorship. Jaime E. Welborn founded the organization in 2018 as a limited liability company in the State of Missouri. Dr. Welborn serves as the sole proprietor and facilitator of the company.

Direct mailing address

Jaime E. Welborn, Founder
241 Dogwood Meadow Court, Saint Peters, Missouri 63376

Overview of organization history

JWE Education Consulting, LLC, (dba Midwest Collaborative for Cultural Proficiency in Schools) is organized to benefit our school systems by providing professional learning to promote equitable and inclusive learning opportunities and outcomes for all students by using the Tools of Cultural Proficiency. Midwest Collaborative for Cultural Proficiency in Schools has provided face-to-face professional learning for district-level and school-level teams who wish to narrow and close access and education gaps, reduce and eliminate disproportional outcomes among student ability, language, discipline, behavior, and academic placement, and/or build professional capital within the district to grow and support large-scale change initiatives focused on equity, access, and inclusion for all students by continuous school improvement since 2018.

B. Vendor Personnel Profile:

A list of specific individuals who will be working with the District Individual qualifications

Dr. Jaime E. Welborn, Founder and Executive Director of JWE Education Consulting, LLC (dba Midwest Collaborative for Cultural Proficiency in Schools), will be the sole individual working with educators and support staff of the Ferguson Florissant School District. Dr. Welborn is an Assistant Professor in the Saint Louis University's School of Education. She teaches research, foundations, and evaluation courses in the Education Leadership Department. As a former teacher and building administrator, Dr. Welborn leads this organization and facilitates the professional learning experiences as an adult learning educator, practitioner, and researcher.

Dr. Jaime E. Welborn is a Senior Training Associate for The Center for Culturally Proficient Educational Practice, founded by the original author of Cultural Proficiency in Education, Dr. Randall Lindsey. She received her certification in 2019. Dr. Welborn is entering her fifth year of working with administrators, boards of education, teachers, support staff, and families in school districts and individual schools in the St. Louis area. In her work with the Midwest Collaborative for Cultural Proficiency in Schools, she frequently meets with an advisory board of 7 school district-level administrators, including superintendents, to inform the work and better prepare virtual and face-to-face professional learning session designed to meet the needs of educators and the students and families they serve in local school structures and contexts.

C. Vendor Experience Profile:

Description of the vendor's experience in culturally responsive training

Dr. Jaime E. Welborn has provided professional development by facilitating conversations around equity, access, inclusion, school improvement, and transformative change of policies, practices, and behaviors that promote equity, access, and inclusion so that ALL students thrive in our school systems since 2016. She has facilitated trainings using the Cultural Proficiency Framework since 2016 and worked in various school districts and individual schools helping educators examine their own cultural identities and culturally competent and responsive practices. Dr. Welborn completed a 10-day certification training through The Center for Culturally Proficient Practice and completed a course at Harvard on Excellence and Equity. Her research and scholarship include investigation of school's work regarding culturally proficient educational practice.

D. References:

Include contact name and email address or telephone number

List of districts within the last five years for which the vendor has provided service, indicate whether any of the districts have ceased their relationship with the vendor, the staff who was primarily responsible for that district, and a brief explanation why the relationship was terminated.

2016 Rockwood School District Administrators Conference, ½ day training

Dr. Terry Harris, Executive Director of Student Services, harristerry@rsdmo.org, (636)733-2189

Status: Completed

2017-2018 Holman and Heights Middle Schools, Pattonville School District, 3 - ½ day trainings

Dr. Sarah Moran, Principal, smoran@psdr3.org, (314)213-8032

Status: Completed

2018-2021 Holman Middle Schools, Pattonville School District, Monthly Meetings

Dr. Sarah Moran, Principal, smoran@psdr3.org, (314)213-8032

Status: Continuing 2020-2021 School Year

2019 - 2021 Rockwood School District Teacher Professional Development 4 - ½ day trainings

Dr. Terry Harris, Executive Director of Student Services, harristerry@rsdmo.org, (636)733-2189

Dr. Renee Trotier, Director of Professional Learning, trotierrenee@rsdmo.org, (636)733-2111

Status: Continuing 2020-2021 School Year

2017 - 2021 Pattonville School District Cultural Proficiency Committee, Renewed, 1-year commitment

Dr. Tim Pecoraro, Superintendent, tpecoraro@psdr3.org, (314)213-8001

Status: Continuing 2020-2021 School Year

2020 Ferguson Florissant School District Administration Team, 2-day virtual training

Dr. Joseph Davis, Superintendent, jdavis@fergflor.org

Status: Completed

2020 – 2021 Future Contracted Training

University City High School
Mehlville School District
SLPS – Compton Drew Middle School
Rockwood School District
Pattonville School District
Fort Zumwalt School District

E. Proposed Fee Structure:

A proposed fee structure for the performance of professional development/training services

The fee for the first round performance of professional development/training services listed for in the RFP for 2020-2021 is (\$535.70 + \$1714.24 = \$2249.94) (August 14, November 3, December 18, February 12, April 2)

The fee for additional support for 2020-2021, not identified in the first round, is up to \$10,000.00, dependent on design plan by vendor and FFSD Cabinet.

*The fee for additional support options for 2021-2022 and 2022-2023 school years is up to \$20,000 per year, dependent on design plan by vendor and FFSD Cabinet.

*Plans and fees for services will be negotiated by FFSD and JWE Education Consulting, LLC only if FFSD continues services after the 2020-2021 school year.

Billing rates with distinction in rates for staff, associates or assistants. Costs for additional expenses (Such as travel costs, materials, reimbursable)

Billing rates for professional learning from JWE Education Consulting, LLC are \$1500 per day (7 hours) or \$214.28 per hour for the 2020-2021 school year. A continuing partnership into Year 2 and Year 3, will result in \$1,000 per day (7 hours) billing or \$142 per hour for up to 20 total days or 140 hours of support from July 1 to June 30 for each fiscal year. The actual number of hours for years following the first year of training will be negotiated after designing a year plan for institutionalizing the training throughout the district with Ferguson Florissant School District's Cabinet members.

There is no difference in billing rates for staff, associates, or assistants due to the sole proprietorship and sole facilitator of the company. These billing rates include all expenses incurred by JWE Education Consulting, LLC (planning time, contact time, travel costs, materials, virtual technology system fees, and additional overhead).

F. Felony Conviction Notification Form

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name: JWE Education Consulting, LLC

Vendor Address: 241 Dogwood Meadow Ct. St. Peters, MO 63376

Vendor E-mail Address: midwestccps@gmail.com

Vendor Telephone: 636-259-0993 Fax Number: _____

Authorized Company Official's Name: Jaime E. Welborn, Ph.D

Signature of Company Official: Jaime Welborn
(Printed)

Date: 7/24/20

G. Federal Work Authorization Program (E-Verify) Addendum

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: Jaime Welborn (signature)

Printed Name and Title: Jaime E. Welborn, Founder

For and on behalf of: JWE Education Consulting, LLC
(company name)

Professional Learning Design

Introduction

This proposal describes JWE Education Consulting, LLC's response to Ferguson Florissant School District's "Request for Proposal" (RFP) titled, "Professional Development for Social Justice for Anti-Racists Schools." JWE Education Consulting, LLC, doing business as (dba) Midwest Collaborative for Cultural Proficiency in Schools, proposes a professional development plan for district staff to enact equitable practices in order to allow all students access to high quality education. This professional development plan will begin August 14, 2020 through June 30, 2021. As requested in the RFP, this proposal addresses a 3-year plan to support schools as they continue work around Social Justice from August 14, 2020 through June 30, 2023. This 3-year plan will involve continued training for all district staff, as well as monitoring the implementation and sustainability of the Cultural Proficiency work. A research study to investigate this implementation can be designed if requested.

JWE Education Consulting, LLC, provides face-to-face and virtual professional learning for district-level and school-level teams who wish to narrow and close access and education gaps, reduce and eliminate disproportional outcomes among student ability, language, discipline, behavior, and academic placement, and/or build professional capital within the district to grow and support large-scale change initiatives focused on equity, access, and inclusion for all students by continuous school improvement. This training uses the Cultural Proficiency Framework to examine barriers such as oppression, racism, privilege and entitlement, and educators can utilize these barriers to identify practices, policies, and behaviors that are areas of growth for Ferguson Florissant School District. The goal for each training session and consulting sessions is transformative change towards more culturally proficient educational practices.

The content and processes for the training are presented in a face-to-face or virtual format that is personalized to your district's vision, mission, strategic planning goals, school improvement plan, professional learning plan, and much more. Dr. Welborn, a Certified Cultural Proficiency Trainer, works with school leaders, planning each training session to ensure goal alignment and progress toward expected outcomes. These customized learning experiences, created and facilitated by Dr. Welborn, are developed in efforts to train educators how to effectively use the *Tools of Cultural Proficiency* to examine district-level and school-level practices and policies with the purpose of continuous school improvement. All modules are specifically designed learning opportunities that guide participants through self-examination, analysis of practice, and investigation of organizational policies. The goal is to prompt a culture of change where more and more students thrive each year in your district.

In July 2020, Ferguson Florissant Administrators engaged with JWE Education Consulting LLC, (dba) Midwest Collaborative for Cultural Proficiency in Schools, for 2-day, 14-hour virtual training. The learning outcomes included participants:

- Viewing *Cultural Proficiency* as a shared journey for educating the youth in FFSD.

- Experiencing *Cultural Proficiency* as personal and professional work.
- Using the *Framework of Cultural Proficiency* as a guide in addressing equity and access gap issues.
- Using the *Tools of Cultural Proficiency* to build professional capital for changing conversations.

Over the two days, administrators worked in small groups (organized by school levels, buildings, and departments) to examine the Barriers to Cultural Proficiency (Tool 1), rely on the Guiding Principles of Cultural Proficiency (Tool 2), collect data around policies, practices, and behaviors on the Continuum of Cultural Proficiency, and apply the transformative action verbs of the Essential Elements of Cultural Proficiency (Tool 4) to increase culturally proficient practice, equity, access, and inclusion for the students in Ferguson Florissant. Additional professional learning and support for administrators detailed in this proposal will build upon the work initiated by these administrators. Subsequent years professional learning and support for Ferguson Florissant’s educators will be designed to increase cultural proficiency in the district’s policies, practices, and behaviors using an equity framework action plan.

Rationale / Theoretical Framework

The foundations of American schooling are rooted in a belief that educated children become better citizens and are able to know the laws of the land. As discussed by Apple and Beane (1995), the work involved in leading schools can be overwhelming, exhausting, and difficult to manage. “Like other progressive educators, those involved with democracy care deeply about young people, but they also understand that such caring requires them to stand firm against racism, injustice, centralized power, poverty, and other gross inequities in school and society” (p.12). Schools are often inundated with structures that deny opportunities and results to children who are members of certain marginalized groups, and consequently, are held down in society because of their social position.

“While democracy prizes diversity, too many schools have largely reflected the interests and aspirations of the most powerful groups in this country and ignored those of the less powerful” (Apple & Beane, 1995, p.12). Deficit-based thinking models and barriers, such as systemic oppression, ignorance of the effects of policies on underserved students, and the corollaries of privilege and entitlement, detour the goals of education and the reality of access and equity for all (Lindsey, Karns, & Myatt, 2010). The access/opportunity and achievement gaps between and among students of diverse race/ethnicity and various socioeconomic statuses have been the focus of research and goals of improvement across the United States since the *Coleman Report* was published in 1966 (Howard, 2010). Prior to this report, the *Brown v. Board* decision by the U.S. Supreme Court in 1954 pushed educational leaders to begin various approaches for serving the needs of our nation of diverse students. The continuous oppression and underserving of those students of marginalized races and social classes have perpetuated inequity and predictable failure (Friere, 1970; Banks & Banks, 1995; Kozol, 2005; Howard, 2006; Noguera, 2008; Murphy, 2009; Milner, 2013; Ladson-Billings, 2006).

However, scholars suggest culturally proficient educational leaders are advocates for personal and organizational lifelong learning with the intent to meet the needs of all cultural groups of students using an inside-out process (Terrell, Terrell, Lindsey, & Lindsey, 2018). “Culturally proficient leadership is distinguished from other leadership approaches in that it is anchored in the belief that leaders must clearly understand their own assumptions, beliefs, and values about people and cultures different from themselves in order to be effective in cross-cultural settings” (p.9). Fullan (2003) defined the moral imperative of school leadership as the individual's responsibility for all students in his/her school and/or district. With the moral imperative and knowledge and skills to apply *The Tools of Cultural Proficiency* to improve and transform educational practice, educators can engage in this inside-out process allows leaders to examine their own values, behavior, beliefs, as well as his/her organization’s policies and practices (Cross, Bazron, Dennis, & Issacs, 1989). The moral imperative of doing what is right demands we consider how cultural differences interact to shape the multiple dimensions and experiences of our nation’s students. We as educators are called to rise and prevent any individual from falling through the cracks. *The Tools of Cultural Proficiency*, an educational equity framework for individuals and organizations to transform practices, lead us to acknowledge our own behaviors and values, as well as our schools’ policies and practices in understanding the educational ramifications of issues that arise from demographics (Lindsey et al., 2018).

Decades of literature indicate professional learning can enhance the leadership capacity of individuals through collaboration that focuses on equity, inclusion, and access for all, regardless of cultural identifications (Cross, Bazron, Dennis, and Isaacs, 1989; Lindsey, Nuri Robins, Terrell, and Lindsey, 2019; Fullan, 2003; Reeves, 2008; Wheatley, 2002). Educational units, including PK-12 schools and districts, universities, and regional/state organizations, have engaged in various levels of high-quality professional learning events focused on equity, access, and inclusion for all students. While the outcomes of these formal and informal professional learning events influence educators and are influenced by learning and developmental processes, this research is essential for transforming current educational structures and processes and is grounded in professional learning designed to train educators using the *Cultural Proficiency* framework as a guide for individual and organization change.

Professional Learning Structure

Each professional training session and/or consultation support for individual buildings, departments, teams, or school levels will be based upon Cultural Proficiency Training Learning Outcomes focused on learning and applying the Tools of Cultural Proficiency and Ferguson Florissant School District’s Areas identified in the RFP (see Table 1). During Year 1, a keynote address and opening 2-hour training, plus four addition trainings designed for all district staff will train participants to apply the Tools of Cultural Proficiency Framework and examine their own culture and identity as an educator in Ferguson Florissant School District. Options are available for continuing training with Ferguson Florissant School District’s administrators for designing an equity action plan using the data collected in July 24/27, 2020. Additional support in Years 1 – 3 will provide similar training to a Cultural Proficiency Committee, CSIP team, new

teachers, support staff. All training is designed to be engaging, hands-on, applicable, and tailored to help educators meet the needs of students in Ferguson Florissant School District.

Outcomes

Each training session proposed below will be organized around learning and applying the four Tools of Cultural Proficiency, regardless of participant. The following table aligns the learning outcomes of each part of a training to the Tools of Cultural Proficiency, and the issues/areas in which the professional training should be analyzed and executed.

Table 1: Using the Tools of Cultural Proficiency to Address FFSD’s Areas

Tools of Cultural Proficiency	FFSD’s Areas Identified in RFP	Cultural Proficiency Training Learning Outcomes
Tool 1 Barriers to Cultural Proficiency	<ul style="list-style-type: none"> • Explicitly address deficit thinking, practices, and mindsets that are fueled from implicit and explicit biases. • Explicitly connect antiracist tenets and practices with classroom instruction for all students. 	<ul style="list-style-type: none"> • Engage in <u>culturally proficient learning strategies</u> to discuss the <u>Barriers to Cultural Proficiency</u> and their relation to the <u>negative beliefs, practices, and behaviors</u> present in our society and schools.
Tool 2 Guiding Principles of Cultural Proficiency	<ul style="list-style-type: none"> • Develop a clear set of guiding principles in which to ground the work around Social Justice that aligns with district core values. 	<ul style="list-style-type: none"> • Examine the <u>core values, mission, and vision</u> of FFSD driving school improvement. • Engage in <u>culturally proficient learning strategies</u> to discuss the <u>Guiding Principles</u> and their relation to the <u>positive beliefs, practices, and behaviors</u> present in our society and schools.
Tool 3 Continuum of Cultural Proficiency	<ul style="list-style-type: none"> • Collect and review outcome data to gauge impact and determine next steps. 	<ul style="list-style-type: none"> • <u>Collect data on the Continuum of Cultural Proficiency</u> for planning towards increased use of culturally proficient educational practice. • Collaborate to <u>identify emergent themes</u> within the data for the purpose of

		selecting those themes most important for <u>change</u> .
Tool 4 Essential Elements of Cultural Proficiency	<ul style="list-style-type: none"> • Provide research-based and proven strategies to move the work of building antiracists system forward and sustaining them beyond the life of the training. • Develop engaging community opportunities that allow for parents, patrons, students, and businesses to engage in social justice and antiracist practices together, such that the community as a whole benefits. 	<ul style="list-style-type: none"> • Use <u>the Essential Elements of Cultural Proficiency</u> as actions for increased awareness, tolerance, and change toward serving all students; • Use the Essential Elements of Cultural Proficiency to develop action plans that engage the community (parents, patrons, students, and businesses) in the work of Cultural Proficiency.

Draft Implementation Schedule

a. Year 1: 2020 – 2021 (RFP)

- i. Keynote and Initial 2-hour training on August 14, 2020 (All Staff)
Fees \$535.70
- ii. Follow Up trainings (November 3, December 18, February 12, April 2)
Fees \$1,714.24
 - 1. November 3* (Tool 1 & 2)
 - 2. December 18 (Tool 1 & 2)
 - 3. February 12* (Tool 3 & 4)
 - 4. April 2 (Tool 3 & 4)

*Dr. Welborn is not available on these dates. Options include (1) pre-recording training with learning strategies by Dr. Welborn or (2) learning strategies that would be facilitated by a FFSD administrator who participated in the training on July 24, 2020 and July 27, 2020. Dr. Welborn would work to prepare a couple of administrators to lead the training.

b. 2020 – 2021 (Additional, Optional Support)

Fees Up to \$10,000

- i. Continued administration trainings (1-day, Tool 4 / 1-day, Action Planning)
- ii. District Cultural Proficiency Committee (Equity Committee) Year 1 (4 – 2 hour meetings, All Tools)
- iii. CSIP Team Year 1 (3 – 2 hour meetings, All Tools)
- iv. Support staff training Year 1 (2- ½ day trainings, All Tools)

c. Year 2: 2021 – 2022 (Consulting and Training in FFSD up to 25 days from July 1, 2021 to June 30, 2022.) Options listed i-v.

Fee Up to \$20,000

- i. Continued administration trainings – Building Support
- ii. District Cultural Proficiency Committee (Equity Committee) Year 2
- iii. CSIP Team Year 2
- iv. New Teacher Training Year 2
- v. Support staff training Year 2
- vi. Other

d. Year 3: 2022 – 2023 (Consulting and Training in FFSD up to 25 days from July 1, 2022 to June 30, 2023.) Options listed i-v.

Fee Up to \$20,000

- i. Continued administration trainings – Building Support
- ii. District Cultural Proficiency Committee (Equity Committee) Year 3
- iii. CSIP Team Year 3
- iv. New Teacher Training Year 3
- v. Support staff training Year 3
- vi. Other

Social Justice for Anti-Racist Schools: Planning and Alignment Meeting

3/7/2022

Topic	Discussion	Notes
<p>Objectives:</p> <ul style="list-style-type: none"> - Align on upcoming All Staff and Change Team Sessions - Review Secondary Change Team Diagnostic Engagement - 		
<p>Upcoming All Staff and Change Team Sessions</p>	<p>All Staff Session - April 5 -Elementary Roll Out for the Anti-Racism Standards</p> <ul style="list-style-type: none"> ● During the Secondary All Staff Session, we would like to focus on internalization of standards ● Elementary 8-945 - Antil-Racist Standards (over 500) and we can include Non Certified ● Secondary - 10-12 - Internalization of standards internalizing the standards with small group discussion. Is there anything that you would like for us to include? ● We would like to roll out the Standards with Elementary. Has any communication gone out to staff? ● Non Certified Staff will have their own session or will they combine with elementary? 	

Secondary Change Team	<ul style="list-style-type: none"> Change Team Cohorts (1 and 2) will come together to begin to develop protocols on implementing the standards. Has each principal invited all members or should we expect new members to join? 	
Next Steps		

2/7/2022

Topic	Discussion	Notes
Objectives: <ul style="list-style-type: none"> - Align on upcoming All Staff and Change Team Sessions - Review Secondary Change Team Diagnostic Engagement - 		
Affirmations	As you are on your Anti-racism journey, what would you like to celebrate or acknowledge?	
Upcoming All Staff and Change Team Sessions	All Staff Session - February 18th -District Wide Roll Out for the Anti-Racism Standards <ul style="list-style-type: none"> Secondary All Staff Session from 8am - 10am Non-Certified All Staff - 1pm - 3pm Elementary All Staff? <ul style="list-style-type: none"> During our meeting on 12/7/2021 (reference minutes below), we aligned that Elementary All Staff Roll Out for the Anti-Racism Standards would happen on 2/18. We have since learned that Elementary will us 2/18 to engage in another professional development session. 	Erica/Jacqueline Tamoya and Teimosa will be present and co-facilitate with Teimosa

	<ul style="list-style-type: none"> ○ How will we ensure a district wide roll-out that reaches the entire FFSD? ○ How will we ensure that we are rolling out standards to all staff members in a timely manner that allows them to process, internalize, and engage? <p>We would like to include videos that show district support of the Anti-Racism Standards. To accomplish this, we need recorded videos from:</p> <ul style="list-style-type: none"> ● Dr. Davis, Member of the Board, Parent, Teacher, and Principal who will Share their experience from participating in the change team, excitement about our work, and why they are excited to have this happen for the FFSD district ● Who could be the owner of securing these videos? <p>Logistics:</p> <ul style="list-style-type: none"> ● Which zoom are we using? ● How many staff members will engage for each session? ● Which members of the strategic team will be in attendance? ● Will participants be in person together in groups? Will they be on zoom? <ul style="list-style-type: none"> ○ Has this communication been communicated to participants and school leaders? 	
<p>Secondary Change Team</p>	<p>We currently have 837 responses from students who have engaged in the Student Anti-Racism Diagnostic.</p> <ul style="list-style-type: none"> ● On Friday, Feb 4, 2022 (as of 6pm), there were 511 student responses. ● Today, Feb 7, 2022, we noticed that 328 more students have completed the diagnostic. <p>Is there a rough estimate of the number of students that attend our high schools? </p> <p><i>McCluer High School, McCluer North High School, Ferguson Middle School, Cross Keys Middle School, Restoration and Wellness Center (Alt School middle and high), *STEAM High School at McCluer South-Berkeley</i></p> <p>To ensure that students' voices are heard and at the center, how might we hold schools accountable for administering the diagnostic beyond the reminder?</p> <ul style="list-style-type: none"> ● 	<p>Email was sent asking if we could get more students to complete the survey</p> <ul style="list-style-type: none"> - The shift in engagement from February 4 to Feb 7 shows the power of the follow up.

	<p>Are there difficulties with staff and students accessing and engaging in the diagnostic that our team can work to solve?</p> <ul style="list-style-type: none"> How would you like to leverage our team for support? <p>There are 293 responses in progress.</p> <ul style="list-style-type: none"> The diagnostic will not collect the responses of partial engagement. Students must reach the page that says that they have completed the diagnostic. <p>Teacher survey data results -</p>	
Schedule a time to review secondary change	Schedule time to review FFSD Change Team Sessions Feedback with Dr. Bland. So far we have 7 responses. - If you would like to reshare the link:	
Next Steps		

**Social Justice for Anti-Racist Schools: Planning and Alignment Meeting
1/3/2022**

Topic	Discussion	Notes
<p>Objectives:</p> <ul style="list-style-type: none"> - Review the plans for engaging in our work with secondary schools. - Review student interview information for the date of January 4. - Review updates with the Change Team. 		

- Discuss support from Beyond Diversity		
Affirmations	As you are on your Anti-racism journey, what would you like to celebrate or acknowledge?	
Align on the execution of secondary change team work	<p>Confirm Erica will send the adult and student waivers for participation in the change team.</p> <p><i>Minors</i></p> <ul style="list-style-type: none"> English: https://form.jotform.com/201465705456052 Spanish: https://form.jotform.com/201425390951048 <p><i>Adults</i></p> <ul style="list-style-type: none"> English: https://form.jotform.com/201116640082038 Spanish: https://form.jotform.com/201425665958060 <p>Students Participating in the interview</p> <p>Is there additional context that should be provided before we meet with students? Who will also be in attendance</p>	
Beyond Diversity	N word - where will we meet since a member will be present?	Tamoya will be present and co-facilitate with Beyond Diversity
	<ul style="list-style-type: none"> Voting on standards - would any board member object to any of the standards? When is the next board meeting? - Who is doing the layout of the two pages of the standards and outline of Ferguson history? When can we meet with secondary principals for the change team? When can we do classroom observations and school walkthroughs? 	<p>All board members have reviewed the standards</p> <p>Tamoya would like to see the last version of the final version for the standards and publish before the roll out. We can discuss it going on the website and possibly including the media.</p> <p>No date and time have been confirmed for classroom visits</p>

Next Steps	<p>Upcoming ALL Staff session - February 18th (rolling out standards to secondary) How are we rolling out to elementary? First 30 minutes roll out with elementary</p> <p>Elementary and Secondary - Roll out for standards for everyone to include staff April 5th (8am-10am) Scaffolded rollout</p> <p>Board Meeting will be held on January 12th and meeting with Beyond Diversity on January 13th with STEAM.</p> <p>First thing in the morning Tamoya will meet with principals on the 12th from 9am -10am . Erica and Jacqueline will be via zoom</p>	

12/20/2021 Meeting with Dr. Bland

Topic	Discussion	Notes
<p>Objectives:</p> <ul style="list-style-type: none"> - Review the plans for engaging in our work with secondary schools. - Review student interview information for the date of January 4. Will we be good to go on this date? - Review updates with the Change Team. 		

Shout Outs	We would like to celebrate the national PL that we finished last week. We want to personally thank Phillip for his partnership working with the anti-racism standards that moved us to a strong place in our work.	
Align on the execution of secondary change team work	Erica will send the adult and student waivers for participation in the change team.	Robin Parker <rparker@beyonddiversity.org>, Pamela Smith Chambers <pchambers@beyonddiversity.org>, "J.R. Reynolds" <jreynolds@beyonddiversity.org>
Beyond Diversity	Zoom for Beyond Diversity on January 13, 2021 3:30-5:00PM https://fergflor-org.zoom.us/j/95013347104 39 Participants: 7 black, 1 latinx and 31 white	
Student Interviews for January 4th	Dr. Bland will invite a group of students to our meeting scheduled for 1/4/22 <ul style="list-style-type: none"> • What are our next steps to ensure that we are successful? • What support can we offer? 	Erica will follow up with the student/parent waiver to participate. Zoom Link for meeting - https://fergflor-org.zoom.us/j/97466226422
Review updates to the change team (original change team)	The change team supports the implementation and roll plan for the communication of the anti-racism standards across the district. <i>To ensure that we are on time with roll out on Feb 18, ANet will need to meet with the change team ahead of time.</i> <ul style="list-style-type: none"> • Has there been outreach to this group yet? • What support can we offer? 	
Review updates to the work (secondary change team)	The change team will engage schools in area one and area two to engage in anti-racism efforts, building a change team, taking the diagnostic, etc.	

The job of the school based change team year is to actualize a multi-year strategy. The school based work will support discussion about the standards to help the system internalize their meaning. In the schools participating in the on the ground work, all students will take the diagnostics because the diagnostic data helps them understand the student experience, what they're sense of belonging is, and support them in thinking about the steps that their particular school needs to take to improve student learning, belonging, and engagement. Every year the voice centers on the perspectives of students.

12/7/2021 Meeting with Dr. Bland

Topic	Discussion	Notes
<p>Objectives:</p> <ul style="list-style-type: none"> - Continue aligning on the secondary level's work - Engage in follow up from 12/6 meeting 		
<p>Align on the execution of secondary change team work</p>	<p>Change team notification:</p> <ul style="list-style-type: none"> ● Have schools received noticed that they were engage as participants in the area 1 or area 2 cluster? <p>Change team invites:</p> <ul style="list-style-type: none"> ● Dr. Bland is there support that you need from our team to begin the recruitment work of supporting the change team formation for each cluster of schools? <p>During our meeting on 12/6, we named that we would align on <i>(Decision maker: Dr. Bland will provide a date for the implementation of anti-racism diagnostic)</i>:</p>	

	<ul style="list-style-type: none"> - What date works to implement the anti-racism diagnostic for students? 20 minute anti-racism diagnostic. We shared that we would hold the week of MLK Jr. Observance to provide module for the diagnostic. <ul style="list-style-type: none"> - Do we have this confirmed? 			
<p>District Level Change Team & School Based Change Team</p>	<p>District level change team</p> <ul style="list-style-type: none"> • Supports the systems wide level work once the board approves the the anti-racism standards. • The change team supports the implementation and roll plan for the communication of the anti-racism standards across the district. Dr. Davis would need to share names of participants. We will reach out to confirm dates. • To ensure that we are on time with roll out on Feb 18, ANet will need to meet with the change team ahead of time. <p>School based change team - This is happening at secondary levels in areas. The selected areas can be found here.</p> <ul style="list-style-type: none"> • The job of the school based change team year is to actualize a multi-year strategy. The school based work will support discussion about the standards to help the system internalize their meaning. In the schools participating in the on the ground work, all students will take the diagnostics because the diagnostic data helps them understand the student experience, what they're sense of belong is, and support them in thinking about the steps that their particular school needs to take to improve student learning, belonging, and engagement. Every year the voice centers on the perspectives of students. <table border="1" data-bbox="478 1274 1339 1461"> <tr> <td data-bbox="478 1274 907 1461"> <p><u>Area One</u> 20 participants per group 1 hour Principal meeting, Re: Vision Setting 1 DataMeeting - Principal</p> </td> <td data-bbox="907 1274 1339 1461"> <p><u>Area Two</u> 20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal</p> </td> </tr> </table>	<p><u>Area One</u> 20 participants per group 1 hour Principal meeting, Re: Vision Setting 1 DataMeeting - Principal</p>	<p><u>Area Two</u> 20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal</p>	<p>Ferg Flor All-Staff (Elementary and Secondary): Change Team System Level Standards integration</p> <ul style="list-style-type: none"> - Feb 18th (All) - April 5th <p>Ferg Flor Secondary Schools Change Team within Area Based Cohorts:</p> <ul style="list-style-type: none"> - January 4th - interviewing students about racism, 12 CST - 1pm CST - (Cohort 1) January 27th - 3:30 - 5 CST - (Cohort 1)
<p><u>Area One</u> 20 participants per group 1 hour Principal meeting, Re: Vision Setting 1 DataMeeting - Principal</p>	<p><u>Area Two</u> 20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal</p>			

	6 sessions (90 min) Total 12 hours, 4:30 ET virtual	6 sessions (90 min) Total 12 hours 4:30 ET virtual	
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<u>McCluer High School 9</u>	<u>McCluer North High School 9</u>
<u>*Ferguson Middle School 5</u>	<u>Cross Keys Middle School 5</u>
Restoration and Wellness Center (Alt School middle and high)3	*STEAM High School at McCluer South-Berkeley3
*Innovation High School at Cool Valley3	*STEAM Middle School 3
<u>Change Team Standards Integration All Staff Session Feb 18th Erica and Jackie</u>	<u>Change Team Standards Integration Feb 18th Erica and Jackie</u>
<u>Notes and questions:</u> ANet Next Steps: -Jackie and Erica will think expansively around time limitations (video, group work)	
20 per group 1 hour Principal meeting Vision Setting 1 Data Meeting- Principal 5 sessions (90 min) 1 in person visit Total 12 hours 4:30 ET virtual (Feb 18th All Staff), April 5th (All Staff) -Standards integration) Session Dates Cohort 1:	20 per group5 sessions (90 min) 1 in person visit Total 12 hours 4:30 ET virtual (Feb 18th All Staff), April 5th (All Staff) Session Dates Cohort 2: 1/26 2/18 04/05 combined dates 5/18 combined dates (social celebrating wins)

<p>Change Team Training 1/27 2/16 04/05- combined date 5/18- combined date (social celebrating wins)</p> <p>Principal Discussions: 1/12 (Adrienne schedule individual sessions) 6/1 (Erica and Jackie)</p> <p>Next Step: Erica to support in communicating to leaders</p>	<p>Principal Discussions: 1/12 (Adrienne schedule individual sessions) 6/1</p>
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12/6/2021

Topic	Discussion	Notes
	<p>Objectives:</p> <ul style="list-style-type: none"> ● Update on system level work ● Align on the execution of secondary change team work <ul style="list-style-type: none"> ○ Dates, Times, Schools across areas ● Any additions ● Close <p>Agenda:</p>	

- Check In/How are we?
- Review objectives, Anything that we would like to add?
- Continue engaging in alignment
- Next Steps/Close

<p>Update on system level work</p>	<p>Board is working to finalize the change team standards</p> <ul style="list-style-type: none"> - Once we get the invite list from Dr. Davis, we will reach out to confirm dates. - To ensure that we are on time with roll out on Feb 18, ANet will need to meet with the change team. <p>Roll out of anti-racist standards for schools: Can this happen on the PD February 18 with Secondary Schools? Yes.</p> <ul style="list-style-type: none"> - Non-cert staff can also be merged with the secondary time. - Proposed (to Jana): Can we move standards based grading PD to include elementary schools? - Jana and Tamoya will place a hold on the calendar to secure the date. - From Phillip: Thoughts on how this work should impact collective bargaining? <ul style="list-style-type: none"> - Can we look at the processes around working with vendors as we look around at the processes that impact HR, you know, what is the opportunity to make sure we have this lens on how we're approaching collective bargaining? - December 14th - 12pm EST, 11am CST 	<p>Notes</p> <p>The change team is responsible for ensuring roll-out plan of the AR standards throughout the district.</p> <ul style="list-style-type: none"> - Tasked with increasing conversation with the standards - ANet Anti-racism team would need to meet with the change team by the end of January, at the latest. <p>Change Team invites:</p> <ul style="list-style-type: none"> - We will need to replace the chief of police and graduating seniors. - Erica will check in with Elizabeth this week, she will be OOO next week, if unable to connect reach out to Kevin Hampton?
<p>Align on the execution of secondary change team work</p>	<p>Align on the execution of secondary change team work</p> <ul style="list-style-type: none"> - All student anti-racism diagnostic implementation - - What date works to implement the anti-racism diagnostic for students? 20 minute anti-racism diagnostic 	<p>Dr. Bland will provide a date for the implementation of anti-racism diagnostic</p>

	<ul style="list-style-type: none"> - Hold: Week of MLK Jr. Observance to provide module for the diagnostic. - Structure: Ask - All administrators will engage teachers to administer the module so that students can take the anti-raicst diagnostic that week. - Once students take the diagnostic, the change team will use this data to support the anti-racism standards. - ANet will meet with Dr. Bland on Tuesday, January 4th <ul style="list-style-type: none"> - Dr. Bland will bring students to this meeting. - We will record student interviews in this meeting. - <i>Erica will send questions ahead of time to Dr. Bland so that students can prep.</i> - Other cultural surveys may happen on this date (classroom climate) 	
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12/1/2021

Topic	Discussion	Notes
<p>Objectives: Align on our high school based change team development and service Continue to build an understanding of what has been communicated to our high schools Create structures to support the work</p> <p>Agenda:</p> <ul style="list-style-type: none"> ● Check In/How are we? ● Review objectives, Anything that we would like to add? ● Continue engaging in alignment ● Next Steps/Close 		

Anything to add?		Notes
Continue engaging in alignment	<p>High Schools:</p> <ol style="list-style-type: none"> 1) To what extent do the high schools that we are partnering with know about the anti-racist change team work that we will pursue with them? 2) What does investment in our efforts look like at each school? Is there context or conditions that we should know about and understand? 3) Have they begun to assemble change teams? Is there a change team in place? 4) There are 7 sessions for Change Team. When will they take place? 5) What will be the focus for upcoming all staff sessions? 6) How would you like to meet in the future? Should we develop a cadence? 	<ol style="list-style-type: none"> 1) It is new previously we have done the district level change team. This would be inclusive of the middle and the high school. <ol style="list-style-type: none"> a) We would two change teams. One for area one and two. b) The schools that are left out are our application schools - application based schools c) Proposed Changes 2) 3) Roles and responsibilities of a change team are not clear. They still need to select the right people for the work. <ol style="list-style-type: none"> a) The work that they have engaged in has been at the district level, however, not yet at the school level at this point. b) We c) How I show up will impact for kids d) Providing equitable outcomes will impact students. "How I provide equal opportunities for students will impact outcomes for kids." Doug Reeves book PLC is the notion around, What am I going to do as a teacher to impact instruction on to impact outcomes for kids? <ol style="list-style-type: none"> i) Is that something that you would like us to focus on? Yes 4) Dates? Liz has been working on dates for the change team.
Next Steps		

<u>Area 1</u>	<u>Area 2</u>
<u>McCluer High School 9</u>	<u>McCluer North High School 9</u>

<u>*Ferguson Middle School 5</u>	<u>Cross Keys Middle School 5</u>
Restoration and Wellness Center (Alt School middle and high)3	*STEAM High School at McCluer South-Berkeley3
*Innovation High School at Cool Valley3	*STEAM Middle School 3
<u>Change Team Standards Integration All Staff Session Feb 18th Erica and Jackie</u>	<u>Change Team Standards Integration Feb 18th Erica and Jackie</u>
<u>Notes and questions:</u> ANet Next Steps: -Jackie and Erica will think expansively around time limitations (video, group work)	
20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal 6 sessions (90 min) Total 12 hours 4:30 ET virtual (Feb 18th, April 5th) -Standards integration)	20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal 6 sessions (90 min) Total 12 hours 4:30 ET virtual

11/2

Agenda:

- Review our High School Based Development and Service
- Understand what has been communicated to our highschools
- Create structures to support the work

Each school would take the Adult diagnostic (one report) Filter by school

Student diagnostic filter (one report) Filter by school

December 17th Ferg goes to break- Return January 3rd

January 6th

Possible change team dates) January 3,4, 18. Which dates work for the team.

Choose a date Adults history around the N-Word and discussion 90 min (instruction discussion time)

High School Based Development and Services (Per “Feeder Team” Cohort)

- a. **Qualitative Review with Focus Groups**
 - i. ANet shall provide up to 3 interactions per cohort, not to exceed 6 total hours in duration per cohort. ANet will engage with the school communities to gather information through conversations with small groups of each School Community.
- b. **Building capacity for change through a Cohort-level Change Team**
 - i. ANet shall provide up to 8 interactions per cohort, not to exceed 12 total hours in duration per cohort. ANet will engage with the School-based Leadership and Change Teams select and guide “Change Teams” that are each diverse racially, culturally, and by position in the district.
- c. **Data Analysis and Developing Action Steps to Support Anti-Racist Strategy Outputs**
 - i. ANet shall provide up to 1 interaction per cohort, not to exceed 2 total hours in duration per cohort. ANet will engage with the Change Teams alongside School leadership in analyzing and reflecting on data to help inform anti-racism work that will improve student learning, sense of belonging and student engagement at the school level.
- d. **Cohort Customized Rollout of the Ferguson-Florissant Anti-Racist Standards**
 - i. ANet shall provide up to 1 interaction per cohort, not to exceed 2 total hours in duration per cohort. ANet will engage with all support each school’s staff to collaboratively make sense of the anti-racist standards and how they can best come to life within existing frameworks and systems in their school.
- e. **Anti-Racism Desktop audit: School Procedures and Practices**
 - i. ANet shall provide up to 1 interaction per cohort, not to exceed 2 total hours in duration per cohort. ANet will engage with school leaders to facilitate a training to build capacity in applying District anti-racist standards towards School procedures and practice.

f. Senior School Leader Coaching / Anti-Racism School Leadership Team Coaching

- i. ANet shall provide up to 15 interactions, not to exceed 7.5 total hours in duration per cohort. ANet will engage with Principals and key designees for anti-racism consulting to support application of specific anti-racism skills and knowledge toward building change leadership.
- ii. ANet shall provide 15 interactions, not to exceed 7.5 total hours in duration per cohort. ANet will engage with the school leadership teams to align on implementing district anti-racism strategy.

Cohorts
Feb 18th
April 5th

<u>Area 1</u>	<u>Area 2</u>	<u>Area 3</u>
<u>McCluer High School</u>	<u>McCluer North High School</u>	<u>Steam High School at McCluer South Berkeley</u>
<u>Ferguson Middle School</u>	<u>Cross Keys Middle School</u>	<u>Steam Middle School</u>
<u>Change Team Standards Integration Feb 18th Erica and Jackie</u>	<u>Change Team Standards Integration Feb 18th Erica and Jackie</u>	<u>Innovation High School at Cool Valley</u>
<u>Notes and questions:</u> <u>ANet Next Steps:</u> <u>-Jackie and Erica will think expansively around time limitations (video, group work)</u>		<u>Restoration and Wellness Center (Alt School middle and high)</u>
20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal 7 sessions (90 min)	20 per group 1 hour Principal meeting Vision Setting 1 DataMeeting- Principal 7 sessions (90 min)	<u>1 hour Principle meeting</u> <u>4 sessions of 60 mins</u>

<p>Total 12 hours 4:30 ET virtual</p>	<p>Total 12 hours 4:30 ET virtual</p>	
<p>20 per group 5 team interactions 3 Focus Groups per area cohort - We can maximize this process by combining listening tours: <ul style="list-style-type: none"> Focus Group A- High schools (MC, MN, Restoration,) - Focus Group B- Middle Schools (FMS, CKMS,) - Application Focus Group C (Steam Middle, Steam High, Steam Middle Innovation) Instead, we could group the feeders:</p>	<p><u>Next Step:</u> Michelle Jackson</p>	
<p>Change Team Area 1: Approx 30 participants (1 different stakeholder for each school) 8 interactions per cohort <ul style="list-style-type: none"> - Ratio depending on the size of the school - Representation of teacher, leader, student, parent, community, admin </p>	<p><u>Change Team Area 2:</u> Approx 30 participants (1 different stakeholder for each school)</p>	

- a. 12 hours
- b. 24 hours
- c. 4 hours
- d. 4 hours
- e. 4 hours
- f. i.-15 hours, ii.-15 hours

Keep the 2 cohorts middle and high - Elizabeth's suggestion and bring area 3 in next year

11/1

Agenda:

1. Overview of Nov 2 PD and resource
 - a. How should we optimize TRW and JD in person?
 - i. Intro
 - ii. Reflection towards the end
2. Plan in person visit
 - a. School site visits
 - i. Students will not be on campus (PD day).
 - ii. Can Tamoya meet with teachers? Potentially, yes.
 1. Partner visit? Dr. Bland
 2. Shadow with Dr. Davis
 - b. Strategic introductions
 - i. Who should Tamoya RW meet while there? *Will follow up with Dr. Davis*
 - c. Planning with Dr. Davis
3. Planning content for FFSD Planning
 - a. Review structure for HS support
 - i. Which will be group coaching, individual coaching
 - ii. Reminder: Building on the well program (Dr. Beatson)
 - iii. Alignment on goals
 1. Site level change team
 2. Supporting implementation of standards
 3. AR training
 4. Building in house capacity for leadership
4. Logistics
 - a. We cannot preassign breakouts. Staff members will be in PLCs.
 - b. For non-certified? How will grouping fit? What has been messaged?
 - i. Small groups - office managers, staff aids, custodial, non-cert staff
 - ii. >200 staff, many are off tomorrow
 - c. Who is the tech contact?
 - i. In the future, we will need upgraded Zoom accounts.
 - ii. Log on at 7:30 CST for host permissions.
 - iii. Tech support *potentially Kelly Ward.*

10/4 Steering Committee meeting

Agenda:

1. Intros to new team members / Xenia update
2. Next PD on 11/2
3. Leaders Wellness Series

Next steps:

- Topics for secondary schools: wellness, using equity questions (have used while supporting students)
 - How do we balance our equity work with safety priorities? (supporting the most marginalized students)
 - When thinking about tiered support looking through an equity lens how do we find tiered support and what does that look like for the lens equity?
 - The other piece of course is data, we are not where we need to be and we are concerned. How do we create environments in our classrooms where students figure out where they are in the classroom? We need teachers to go deeper than compliance. Lots of pieces that are more control versus voice and choice. Curriculum, PBIS model that sometimes leans heavy towards control.
 - What we hear is the learning loss and helping school leaders, teachers, and how to recreate experiences for our students....we have to intensify what we know has not worked.
 - Not default to our old practices....People are so exhausted from the behavior at the secondary level.
 - We are working to create think tanks...people are exhausted.----think tanks have not started. We are trying to keep morale up.
 - We have not done a lot with rolling out the standards---driving engine
 - One of the things that we have to overcome is wellness needs to apply between staff and students. Holistically what are practices that occur between adults and students. Caregivers need to be in a good space and not filled. Have what they need to heal and selfcare.
 - Wellness is part of the five trauma: Looking for five dates where staff can participate in yoga activities. We are looking for other opportunities, sound therapy.
 - Every teacher spends dedicated time with their classroom or homeroom students to build relational trust
 - Every student is greeted with positive and affirmative language daily and with each classroom transition
 - Every school provides opportunities and designated space to practice emotional regulation
 - Every school teaches, models and reinforces school-wide behavior expectations for students and adults
 - Every school should include opportunities for staff wellness
 - Teachers and principals will do well with wellness sessions that they experience as an unload as opposed to an add on. (lb)

9/17 Steering Committee meeting

Agenda:

4. Check-in on secondary content with Adrienne
5. Check-in with Jana on curriculum / update on unit planning process
6. Xenia will reach out for future meeting schedules - is there a day of the week that works best?

Next steps:

- Student voice diagnostic focus and family voice- Best Oct (reminder of student feeling chart)
 - Dr. Stewart--
 - Having multiple data meets to leaders and teachers
- Leadership: wellbeing series
- Dr. Beaston and Dr. Salaam
- Elizabeth/Dr. Davis

Next steps with AR standards: Strategic planning, Heika to schedule

Other context:

- SEL curriculum
- Primary (second steps)
- Seven habits/mindsets (middle and high)

See below for 20-21 interactions

Steering Committee Questions:

1. Is FFSD Leadership Institute still on for the week of June 7? What is needed from ANet in support of that?

2. Did Change Team get an update from a cabinet level person regarding see final Standards draft, Standards adoption update, Gratitude, Anet Release, and Change Team Experience Survey? (Resource: There are suggested communication ideas listed in 4/30 agenda but it is not in the voice of Dr. Davis.)
3. Due to very difficult schedules and lots of out-of-office days, Liz and Jana asked that we pause meeting weekly or biweekly? What meeting rhythm do you think will best support the work into June, and July, and August?

4/30

1. 5 minutes: Whip Around: Welcome, Needs, Top of Mind Thoughts
2. Any more preliminary thoughts on leadership retreat week of June 7?
 - a. Not yet... getting feedback from Dr. Davis Monday.
3. 5 minutes: Update on District [Standards](#) for AR Schools:
 - a. Updates and FYIs
 1. May 12 at 6:00 p.m. (CST) is our Regular Board meeting. At this meeting, the administration is going to ask the Board to approve the continued work with ANet. Proposal from ANet to Liz by May 7. Proposal for Renewed Services. (Kevin verify it is renewal by asking Laura)
 - a. This will be presented when we ask for renewal: [Report on Progress and Tool for and Reflection on Year 1](#)
 2. May 26 at 6:00 p.m. (CST) is the 2nd meeting in May and we will ask the Board to approve the Antiracist Standards that we have been working on
4. 10 minutes: Communication
 - a. Cabinet: Chance to review and discuss so they are poised to support as united front
 - b. [Change Team: Gratitude and link the draft standards and survey \(3-5 questions\) and release forms.](#) ([survey](#))
 - i. We recommend this comes from Dr. Davis... this language below is just a guide or suggestion..and doesn't have to be used in this fashion.
Dear Change Team,

The purpose of this note is to offer gratitude, some updates, ask for a brief survey of your experience, and share a request from ANet for a release form.

1. Gratitude! Thank you for serving and agreeing to future service on the FFSD Anti-Racist Change Team for Social Justice in Schools. This is a remarkable multi-racial, multi-generational coalition of students, teachers, leaders, staff, parents, and community members that champion the work and have drafted a strong set of standards to ground institutional change. How you have served, led, and worked together is a model for future change team work at the district and school level. Members of our Feedback Partners including our teacher and students who joined as guests have been critical. We'd consider each

of you as full members of the Change Team. Let us know if you accept. We are pleased to welcome XYZ and appreciate their contributions to the work and community.

2. The draft Anti-Racist Standards for Social Justice in Schools have been reviewed. It didn't take much at all to get them to the next stage of review because they were done so well. The criteria for review was:
 - Ideally; fewer than 9 or 10 standards per category where possible;
 - Ensure each standard includes a message unique from the others/not redundant.
 - Try for economy of language/not unnecessarily wordy;
 - Ensure grammar and spelling are accurate
 - Maximize readability by parents and community;
 - Make sure they are representative of an [AR-Principle](#) and empower students.

We hope the Board will be considering the standards <here> for adoption at the May 26th meeting. Also, we are proposing that the Board renew our relationship with ANet to support this critical work in 21-22 as well.

3. ANet requested that we share this release form. This allows them to use your image or words with or without attribution as part of their efforts to spread the word or teach others about this work. They indicate that anything sensitive will not be considered for use or the impacted person will have a chance to clear its use.
 - a. **Adults: English:** <https://form.jotform.com/201116640082038>
 - b. **Minor Age: English:** <https://form.jotform.com/201465705456052>

4. We'd love to know your experience as considered in this survey. It will help xyz
 - a. To what extent was the Change Team effective in centering on student voice?
1 2 3 4 5 6 7 8 9 10
 - b. To what extent was your voice or perspective heard?
1 2 3 4 5 6 7 8 9 10
 - c. To what extent did you experience a sense of community around Anti-racism within the meeting?
1 2 3 4 5 6 7 8 9 10
 - d. To what extent did your sense of community and coalition around Anti-racism extend beyond the Change Team meetings?
1 2 3 4 5 6 7 8 9 10
 - e. To what extent did you feel engaged with the content and approach of the Change Team Meetings?

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
- f. To what extent did you feel engaged with overall approach to the Anti-Racist Standards Development Process.
- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
- g. To what extent have you taken the Change Team work or topics forward in your own life or school context?
- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
- h. Open Ended: What support do you need in order to begin to act on or to continue to act on the Anti-Racist principles?
- i. Open ended: What did you appreciate about your experience on the change team this past year?
- j. Open Ended: Do you have any suggestions for how we shape and guide the change team for next year?

Reduce meeting to meet as needed...biweekly or monthly?

4/23

5. 5 minutes: Whip Around: Welcome, Needs, Top of Mind Thoughts
6. 5 minutes: Update on District [Standards](#) for AR Schools:
 - a. Cabinet w/ Standards: Where does Dr. Davis want to go from here.
 - i. ANet recommends that all cabinets sees the standards before 1st reading.
 - ii. Agenda item possible for may might be possible (1st 2nd meeting)
 1. Prompt Tamoya and Dr. Davis-- what is our strategy for approaching hte 1st reading (xenia, kevin, liz).
7. 10 minutes: Change Team Communication
 - a. Gratitude and link the draft standards and survey (3-5 questions) and release forms.
8. 10 minutes: We sent this to Liz today: [Report on Progress and Tool for and Reflection on Year 1](#)
 - a. Program REview (who will present? Liz? Jana?)
 - b. Standards
 - c. This needs to be written as renewal. Proposal for Renewed Services.

- i. Kevin check with Laura to confirm anet can come as a renewal.
- ii. Even the proposed

4/16/21 2:30 CT: <https://anet.zoom.us/j/98056502925?pwd=cFRuN2tyVkpiZ3JJZlJMUkhHS0FkZz09>

9. 5 minutes: Whip Around: Welcome, Needs, Top of Mind Thoughts

10. 5 minutes: Update, Comments, and Next Steps on District [Standards](#) for AR Schools:

- a. Window closes for Strategic Planning-- Board Approval for April 28th... May be on hold until after draft
- b. Is any support from ANet needed to finalize.
 - i. 1 more review: In cabinet with ANet?
- c. What's the upcoming process for board adoption:

11. 10 minutes: Team Input on evidence of impact: Document/Google Doc/Spreadsheet PD Plan Proposal for Board and Teachers.

12. 10 minutes: Thoughts on ANet/FFSD Service Design: What do you want to see happen next year and how do you see the work evolving over time?

Equal Opportunity Schools access to AP:

- Data who in?
- Kids self-perspective
- Kids self-perception
- Adult views of kids versus kid views of ourselves.

3/26/21

Cabinet Review of District [Standards](#) for AR Schools-

3/19/21

1. Ferguson standards: Use 3:30 for another session of [standards finalization](#) :
 - a. 2 minutes: Welcome/Needs
 - b. 15 minutes: Break out rooms. pairs work a standard using the criteria in the title bar. Check off criteria as you finish
 - c. 5 minutes: Insert comments for follow-up and/or Share connections or Good of the order

	Group A	Group B	Group C
3/19 (steering cmt)	Standard 7	Standard 1	Standard 2

2. Are we doing these things:

- a. AR Standards being included in full in the Strategic Plan.
- b. For each section of strategic plan a AR Standard(s) are identified as foundation of the section and/or the section is interrogated/edited from the perspective of relevant AR Standards.
- c. Name of FFSD Strategy informed by the AR Standard work

Started but stopped strategic plan. It is a holding pattern. And this AR work;

We need a single source letter ANet; to qualify for not having to do another RFP - Nina Alstrom, ANet shepard.

FFSD wants us for Summer Institute for Leaders. 1 to 2 days of Full day training for our leaders about internalizing and operationalizing them.

3/12/21

1. (5 min) Welcome whiparound: What is our internal weather right now and why;
 - a. example “My internal weather is cloudy with occasional sun because...” or I see a double rainbow because...”
2. (3min) Scheduling and content for 4/1 and 4/2 :
 - i. Moving audit to end of year or next year.
 - b. (10 min) What’s next for ferg-flor standards:
 - c. Who edits for streamlining & by when? We want them final and ready for a Board 1st reading by when? **By march 29 for cabinet to review.**
 - d. Who will be assigned to shepherd things from where it is now to readiness for the 1st Board reading
 - i. What role can ANet play in the finalization to get it ready for Board Review
 1. **ANet recommends that ANet form a working group schedule to use the criteria below to review the standards and that FFSD designees (Liz, Jana, & Adrienne) join the editing sessions and/or be tagged in asynchronous comments as edits are made. Verify deadline date we want them done by for cabinet to read before April Board meeting.**
 2. Criteria for streamlining and editing standards-
 - a. Ideally; fewer than 9 or 10standards per caategory;
 - b. Ensure each standard includes message unique from the others/not redundant.
 - c. Try for economy of language/less wordy;
 - d. Ensure grammar and spelling are accurate

- e. Maximize readability by parents and community;
- f. Make sure they are representative of an AR-Principle;

3. **(3 minutes) What are communication needs** related to the AR standards:

- a. Strategic Planning: These standards would 1 pillar of the strategic; as well as an integrated elemnt of the other pillars of the plan.
- b. Convocation 21-22: Virtual...We should have kickoff at beginning of the year; introducing the AR standards and how we are going to apply it. And we can't do it at the end of this year.
- c. Announcements of the strategic plan happening to also reflect the standards - dont want them to be separate
- d. Doing some work with them (the district) in terms of interpreting and reviewing

4. **(2 minutes) Fyi: For a future meeting Zoom out/Step Back-** Where are we in what we are accomplishing this year? What's next year? What's in year 3? What is beyond?

2/26/21- Cancelled

1. **(8 minutes) Plan for 3/4/21 Change Team:** AR racism training and on:

- a. How might we handle resistance and stay aware of tools of Oppression in a way to reflects our anti-racism principles? (30 min)
- b. How might we work to increase energy and buy-in and discussion around the anti-racist standards? (30 min)
- c. Building relationships and Storytelling:
 - i. How might we live in community together outside of our meetings and in reflection of our anti-racism principles?
- d.

2. **(For Next Time) Zoom out/Step Back-** Where are we in what we are accomplishing this year? What's next year? What's in year 3? What is beyond?

(8 minutes) Other Quick Hits

- 3. **(3 minutes) What are communication needs** related to the AR standards and Do we need to take action for additional input on the standards?
- 4. **(4 minutes) Adding the following individuals** to the change team:Curtis Buckley - Tech Specialist Lead and Nicole Tate-Ray - Office Manager. Anyone else?

5. **(1 minute) Glance ahead at Upcoming Events to Plan:**

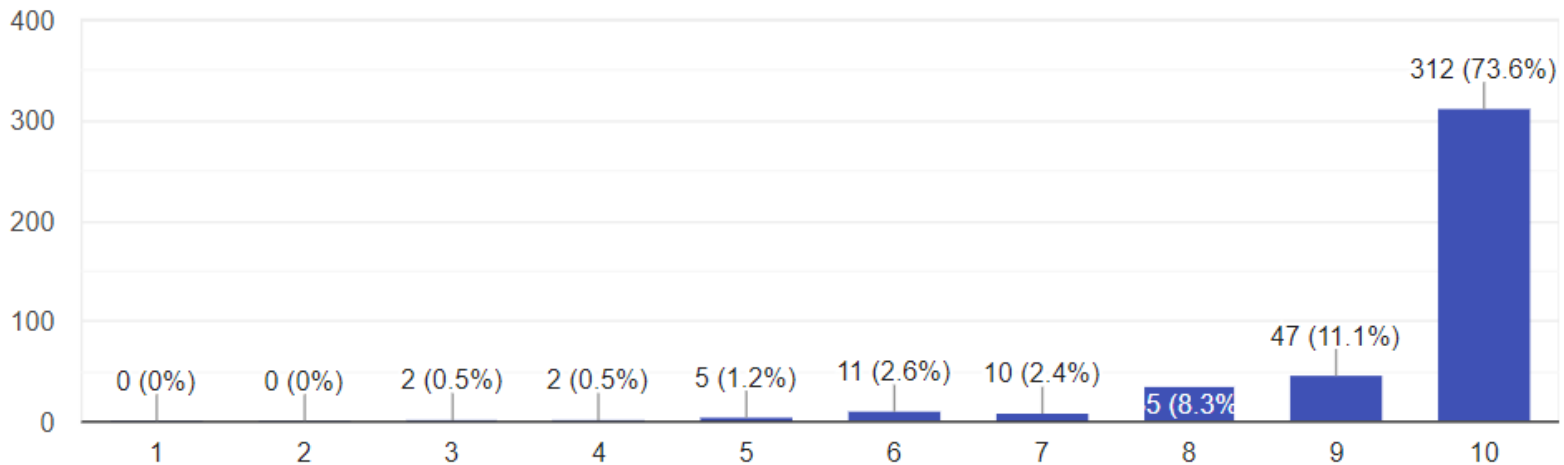
Developing Action Steps to Support Anti-Racist Strategy Outputs	3/4/21 2-4pm	ANet will work with the Central Change Team to develop action steps for implementing the Ferguson-Florissant anti-racist standards in the 2021-22 school year. - Identify action steps that will support district leaders in accomplishing the outputs	Central Change Team
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		- Feel empowered to actualize the anti-racist standards through specific and concrete strategies and outcomes	
Anti-Racism Desktop audit: District Procedures and Practices	4/1/21 2-4pm	ANet will facilitate a training for District leaders to build capacity in applying anti-racist standards towards District procedures and practice.	District Leadership team We are currently trying to clarify objectives of this session and the audience may change. Please stay tuned for confirmation or further clarification.
Anti-Racism and its Impact on Instruction	4/2/21 2-4pm	ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction.	All staff

2/12/21

To what extent do you feel committed to working toward anti-racism?

424 responses



<p>1. 1 sentence Whip Say some Good News to Share or Burning Emotion you have right now</p>	<p>Hi there Change Team,What a fabulous PD today! I thought it was amazing. Dr. Salaam stood out to me as a huge highlight, and I know our school staff (STEAM Middle) had some incredible conversations in our breakout sessions. I think the layout of the day was designed so well- it felt beautifully paced and every minute felt valuable. I'm attaching some takeaways I observed from the chat from the first hour of the session (I wanted to get this out now before I forgot). The one that seemed to stand out the most from my perspective was this idea of <i>relationships</i>. And how will we, as a district, walk the walk, not just talk the talk. Takeaways From Chat doc Have a great weekend everyone Carrie</p>
<p>2. AR-Schools for Social Justice: Consider its Change Cycle</p>	<p>The diagram illustrates the Change Cycle as a circular process with six stages, each with specific emotional and behavioral characteristics:</p> <ul style="list-style-type: none"> Stage 1 (LOSS): Feelings of FEAR; Thoughts are CAUTIOUS; Behavior is PARALYZED. Stage 2 (DOUBT): Feelings of RESENTMENT; Thoughts are SKEPTICAL; Behavior is RESISTANT. Stage 3 (DISCOMFORT): Feelings of ANXIETY; Thoughts are CONFUSED; Behavior is UNPRODUCTIVE. Stage 4 (DISCOVERY): Feelings of ANTICIPATION; Thoughts are RESOURCEFUL; Behavior is ENERGIZED. Stage 5 (UNDERSTANDING): Feelings of CONFIDENCE; Thoughts are PRAGMATIC; Behavior is PRODUCTIVE. Stage 6 (INTEGRATION): Feelings of SATISFACTION; Thoughts are FOCUSED; Behavior is GENEROUS. <p>A 'Danger Zone' is marked between Stage 3 and Stage 4. The cycle is represented by a central head icon with gears and arrows indicating a clockwise progression.</p>
<p>3. Peruse Session Survey data (3 minutes)</p>	<p>+ Plus What worked</p>

<p>4. Discuss 8 minutes</p> <p>5. How will the session and/or session chat help with upcoming leadership team</p>	<ul style="list-style-type: none"> + Love the PD, Love the Message; Love the Self-Care; - Minus What was a challenge <ul style="list-style-type: none"> - ANet loves us. Does Admin..cuz they will use new evaluation system. Are we giving grace: + Changes/Consideration to Mitigate Challenge/Minus or build on the strength <ul style="list-style-type: none"> + March 24th on...can we use grace.
<p>6. Quick: Change 2/19 Change Team Thoughts</p>	

Next Steps:

- Liz Invite FFSD cabinet to 2/19 Change Team.
- Send out 3 Cabinet members on each each standard- a lead and 2 other: with 1 ANet:
- Jana/Liz strategic evaluation.
-

End

2/5

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
<p>Welcome 2 minutes</p>	<p>Catch up, Welcome, or Good News to Share.</p>	
<p>Discuss Upcoming Events</p>	<p>Planning how the leadership team shows up in this moment aligned to our anti-racist standards through this transition. I'm thinking we can talk about the balance of technical and relational implications of this decision. Possible Thinking and Discussion Tool below..</p> <ul style="list-style-type: none"> • Talking about technical and relational aspects of re-entry, and FFSD feels pretty solid on technical side, so thinking about how to focus on the 	

	<p>relational side. Brod’s content from another session could be useful.</p> <ul style="list-style-type: none"> ○ Will know more about re-entry on 2/10. Session content could be a good way to help folks re-orient and is responsive to practical needs and emotions. If vote is to delay further, the 2/12 session might need to pivot a bit to meet needs based on outcome. Session isn’t just about coming back into the building but how to shift culture with voice, choice, agency and empowerment of kids. ○ How could content acknowledge and strengthen the relationships needed between students/teachers/admin ○ Student survey: sense of belonging - “how connected do you feel to adults in your school” was one of the lowest rated questions, and was rated even lower by students of color - this tracks with research about strong student/adult relationships in addition to connecting to what we’re hearing from students ○ Not all teachers have made connection to how strengthening relationships can impact/effect sense of belonging, address things that are currently considered issues - anything to highlight that in PD is going to be helpful. People appreciate that messages from central are making their way into classrooms, and can use emphasis on ways to strengthen those relationships The ○ Potential confusion/need for clarification between culture of nice and feeling welcomed - content already designed touches on relationship through AR standards without leaning on “culture of nice” and focusing more on feeling understood, feeling like your culture is being represented. Students want teachers to understand what they’re going through/experiencing at a deeper level <ul style="list-style-type: none"> ■ The current content emphasizes: Am I welcome? Do you see me? Do you like what you see? Do you believe in my success? And we have to revisit those questions to ensure AR perspective. ○ Possibility of bringing work from Dr Salaam (and/or him in person) to talk about connections between trauma/learning ○ Q: what’s the emotional impact for students if the vote for return is no - how will that influence how everyone is feeling. Students and families are tired and getting disconnected from their schools/classrooms. Families have to choose their battles and school isn’t necessarily going to win in every instance. Teachers can also disconnect as a result when students are not engaging regularly ○ Is there capacity to put something together to support conversations with the board? Difficult timeline since they need materials in advance. FFSD can let us know if there things we can help with - want to be cautious about the board not feeling like things are being sprung on them ○ Takeaway: We feel that we can create a session for 2/12 that will meet the needs of teachers/staff regardless of outcome of vote, as content can apply to reinvigorating folks during the transitions. Centering on data, student voice, small group time for planning/discussion. ANet has content on FFSD student data/survey/relationships, as well as session focused on re-entry, and could use/tailor either based on outcome of vote. Can work to have both ready for either outcome ○ Will have some students who are experiencing their school sites for the first time based on their grade level ○ Change Team meeting - 2/19 - should feedback partners stay engaged? ANet would recommend yes ○ If FFSD goes back in person, 2/19 might be first in-person day for PK-5 - need to think about how teachers will be ready or not <ul style="list-style-type: none"> ■ Is it possible to have teachers make the decision? Could be a relief - can bring up with cabinet on Monday <ul style="list-style-type: none"> ● Also discussed gaps/inequities in vaccine access. How are we using FFSD comms team to make sure everyone has access to the needed information. ● Dr Davis is preparing to talk to the board and TRW wants to connect to provide potential prompts to push thinking and apply content.
<p>Strategic Plan & AR Standards</p>	<ul style="list-style-type: none"> ● Any board or district updates or reflections ● 2/19/21 Change Team plans

5 minutes	<p>Close, next steps, appreciates, aha's-</p> <ul style="list-style-type: none"> • TRW - touchpoints with Dr. Davis - make sure that he gets updated on our conversations and has the language he'd need for connecting with the board
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Equity Literacy Chart-It Method Template

Planning Expansive & Courageous Strategies to Recognize and Respond to Inequities **(Key Concepts Here)**

Problem/Challenge/Opportunity: How might we....	
What values within ourselves do we want to connect to as we respond to this problem or opportunity?	
<p>1. Approach from a Status Quo Mindset Describe the status quo response you could take towards this challenge/opportunity. (For things to stay the same, what actions would you be taking)</p>	<p>2. Safety Strategies and Armored/Necessary Feelings List safety strategies or armored feelings that anchor the status quo approach you named in Box 1. Sample</p>
<p>3. Expansive and Courageous Mindset To move beyond the Safety Strategies and Armored Feelings in Box 2, what Expansive/Courageous Mindsets are you committing yourself to?</p>	<p>4. Expansive and Courageous Strategies and Plans Given your Courageous Mindset in Box 3, what are 2-3 actions that you could take to address your challenge? Sentence Starter Hint: To act on the expansive and courageous mindset I have selected, I will _____</p>

Additional Notes:	

1/29 Meeting with Jana

Notes

- Jana Parker: We are overwhelmed but this (AR Change Meeting) is what we needed.
- Next cabinet meeting discuss strategic plan collaboration.
- Reminder of the desktop audit for spring.
- Plans for years 2 and 3.

1/21/21: 8am CST: AR Standards for Social Justice and Strategic Plan: **Adapting to Community Voice** (zoom link [here](#))

- To Discuss: Adapt Upcoming Events
 1. 1/29: Change focus to be:
 - a. Cross-group review so that more input from folks who were not assigned to that standard
 - i. Kevin: Yes-
 - b. Consider inviting feedback from other voices: asking them to visit 1/29 Change Team review/feedback session to get more voices, strategically.
 - i. Voices from other students- struggling

- ii. Voices- from head principals (allowing them to grow their information and commitment)?
 - 1. **ILT chairs** and Head Principal
 - iii. Voices- Makers team..teachers from Restorative practices. TamoyTam
 - iv. Voices- Any additional EQUITY voice needed?
 - v. Voices- Community influencers: Youth Initiative? MCU? Other
 - vi. Voices- NEA- President?
Limit registers but have some...
- c. Consider inviting feedback from other voices: by using a few regularly meeting groups .
- 2. 2/1: Consider if and whether community forum will be an opportunity for some update or feedback. Perhaps picking particular standards for feedback.
 - a. Share about the work of developing the standards (kevin)
 - b. Share particular standards? (Kevin)
 - 3. 2/12: Change focus to be All Staff feedback and some PD/training
 - a. on all of the standards (Liz) and some PD (Liz)
- Strategic Plan
 - 1. opportunities for support.
 - 2. Feb 24 board gets update on strategic plan; ANet may support.
 - 3. Anet help present standards for an upcoming meeting....support role.
 - 4. Proposal for 21-22. March/April
 - Impact on Spring All Staff Sessions
 - 1. 4/2: All Staff Session: ANet will lead a professional development session for all staff focused on the connection between anti-racism and equitable instruction.
 - 2. Date TBD: All Staff Session: Rollout of the Ferguson-Florissant Anti-Racist Standards

1/15

<i>Topic</i>	<i>Discussion</i>			<i>Notes</i>
Welcome 5 minutes	What is a piece of good personal or professional news to share!			
Discuss Upcoming Events	Student Data Analysis and Finalized Anti-Racism Standards and Applying Change Leadership to Impact School Change	1/29/21 2-4pm	ANet will assist the Central Change Team to develop a plan for implementing the anti-racism standards across the District. Change Teams will build an initial six-month implementation strategy around the anti-racism standards.	Central Change Team
	Introduction to the Draft Anti-Racism Standards and Applying Change Leadership to Impact School Change	2/12/21 2-4pm CT	ANet will support District leadership to internalize and make meaning of the anti-racism standards while integrating lessons learned from our initial district data analysis for educators across the District to begin internalizing. ANet will also outline how Ferguson-Florissant's anti-racism standards will directly apply to change leadership for impacting school change.	All staff
	Developing Outputs to Operationalize Anti-Racist Standards	2/19/21 2-4pm	ANet will work with the Central Change Team to develop outputs to operationalize the newly-developed Ferguson-Florissant anti-racist standards. Additionally, we will discuss what is going well, what is not going well, and how to best move forward with the implementation strategy of the district's anti-racism standards. ANet will support Change Team members in prioritizing key standards and identifying clear goals and outputs of their strategy.	Central Change Team
AR Standards	Updates. Feedback to you by 1/22 Feb 1 Community Forum https://docs.google.com/document/d/1Lb9K4-4JMafIEYRaY28hBHtuOLOpgUcqvcr1EyfJ1Mk/edit			Steering committee voices: Is it too fast...going from developing to sharing. We want this work finalized this year but, can we use the 1/29 to refine and bring in voices from across the change team...so each small

		<p>group can look at all the standards; not just there. . And we can not run past the student data, we need time to apply that to the data.</p> <p>The regular check-ins and regular accountability has helped us move forward nicely...better than we ever have.., yet right this second we are at a place where we might need to adjust the plan slightly for the work to take hold.</p> <p>Strategic plan final june. Allows time.</p> <p>Need a parent perspective on Family standard</p> <p>Need a teacher perspective on T&L standard.</p> <p>Need to Include folks south of 270, berkeley, near bermuda.</p> <p>Getting standards in front of more/different audiences for feedback - including voice from locations that are often are not included.</p> <p>We can stay on track for 20-21 but to have something supported we need to use 1/29 for development and finalization and Dr. Davis and steering committee need to use other meeting structures get input on the standards. Also, there is as a 2/1 Community Forum offers an opportunity as well. Also, separately, the strategic pan timeline has been pushed forward to May/June finalization; allowing for some flexibility with the standards timeline. With these considerations in mind, we proposed a 1/21/21 morning meeting with steering committee to plan next steps of Standard Development. If there are changes, we have to consider how best to use 2/12 all staff session.</p> <p>Current schedule: https://docs.google.com/document/d/1mQSzCQOuXcY7FPKgg5GygxErsH2vvhAeCIPihw0DQeU/edit#</p>
Principal and Manager Leadership	Standing agenda item in principal meetings?	

Turnkey	
5 minutes	Close, next steps, appreciates, aha's

12/16

<u>Current Ferguson Strategic Plan Frame</u>	<u>Sample Equity Protocol --(school based)</u>	<u>Example of Anti-Racist org standards used at Anet</u>	Ferg-Flor Possibilities For Dr. Davis and/or Team Consideration
Economics Demonstrate fiscal responsibility by achieving a balanced budget, increasing reserves and implementing expenditure controls.	Policy, Leadership And Management	Leadership	Based on listening to Change Team, Data, and Steering committee, the Recommended Categories Are: Please finalize by 1/5 <ol style="list-style-type: none"> 1. Student and Family Rights and Empowerment 2. Student development and progress 3. Communication, Dialogue, and Community Engagement 4. Leadership (to also include discipline and suspensions) 5. Teaching, Learning, Curriculum, and Assessment 6. Policy, Governance, Procedures, Administration 7. Adult Learning and Recruitment Add, subtract, and change as you wish.
Quality Schools Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral Intervention (PBIS), reduction of classroom disruptions and discipline incidents, and parent and teacher surveys to monitor progress and gain feedback.	Curriculum, Teaching and Assessment	Policies and Procedures	
Understanding Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates, and college and career readiness.	Discipline and Suspension	Human Resources	

<p>Infrastructure Enhance the district's infrastructure through ongoing maintenance, energy efficiency, process improvement savings, and technology.</p>	<p>Students—Personal Development and Progress</p>	<p>Programs</p>	
<p>Talent Develop talent management by recruiting, training, engaging and retaining a highly-qualified, diverse staff.</p>	<p>Staff Recruitment, Training and Professional Development</p>	<p>Communication</p>	
<p>Your Community Engage all stakeholders with opportunities for dialogue, community outreach and events, feedback surveys, and proactive and transparent media relations.</p>			

12/11/20

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
<p>Welcome 5 minutes</p>	<p>What is a piece of good personal or professional news to share!</p>	
<p>Quick Hit</p>	<p>Student Survey:</p> <ul style="list-style-type: none"> - Confirming Launch is Next Week? - PDF (paper/pencil) version - Can ANet attend the student panels? <ul style="list-style-type: none"> - 12/15 MS 9:30 -10:05 CST 12/17 HS 9:45 - 10:30 / - Welcome - Joe: - Can ANet set the context?: Centering on Purpose, gratitude, & anonymity; a word to the panelists - Be in the mind of conversations you have had with Dr. Bland 	<p>Link to the survey: bit.ly/fergflorstudents - Share 12/15: we recommend that students take it on their laptops or tablets, not on their phones, if possible, because it is way more pages on the phone view</p> <p>Student Panel and ANet Student Survey https://docs.google.com/document/d/1-bQ-tl6rbWVj_Hlg1bhr6jXEwfCl6Ybv9kDCdrcCLZY/edit</p>

AR Standards	Move ahead developing AR Standards Categories in preparation for Jan 8 Change Team's development of standards.	Dr. Davis working on that. Kevin will talk to Dr. Davis about when/how ANet may join or debrief.
12/4 Data meeting Debrief	Name Takeaways as a Steering Committee? Thoughts on strategy, messaging, and timeline on sharing data?	Timing: Timing Data Share to support Strategic Plan work- Process: Need a process for sharing and engaging in the data and/or updates on action. Messaging: In January. Bite sized
Quick Hits 5 minutes	<ul style="list-style-type: none"> • Principal and Manager Leadership Turnkey: What does their <ul style="list-style-type: none"> ○ - Standing agenda - AR-SJ Follow-up (Name the work!) 	

Worksheet

<u>Strategic Plan Frame</u>	<u>Equity Protocol --(school based)</u>	<u>Anti-Racist org standard Anet</u>	Ferg-Flor Possibilities
Economics Demonstrate fiscal responsibility by achieving a balanced budget, increasing reserves and implementing expenditure controls.	Policy, Leadership And Management	Leadership	Must Categories: Should have Categories: Maybe should have Categories:
Quality Schools Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral Intervention (PBIS), reduction of classroom disruptions and discipline incidents, and parent and teacher surveys to monitor progress and gain feedback.	Curriculum, Teaching and Assessment	Policies and Procedures	
Understanding Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance,	Discipline and Suspension	Human Resources	

graduation rates, and college and career readiness.			
Infrastructure Enhance the district's infrastructure through ongoing maintenance, energy efficiency, process improvement savings, and technology.	Students—Personal Development and Progress	Programs	
Talent Develop talent management by recruiting, training, engaging and retaining a highly-qualified, diverse staff.	Staff Recruitment, Training and Professional Development	Communication	
Your Community Engage all stakeholders with opportunities for dialogue, community outreach and events, feedback surveys, and proactive and transparent media relations.			

Other:

12/4/20

<i>Topic</i>	<i>Discussion</i>	<i>Notes</i>
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<p>Welcome 5 minutes</p>	<p>What is a piece of good personal or professional news to share!</p> <ul style="list-style-type: none"> - Change Team Meeting - encouraging! Foks had Aha's. It showed importance of student voice. - +1 to above. Also, small group convos show how deep rooted this is. Adn we have work to do. - +1 to above: how do we create quality experiences for all students. (students asked for younger students to join). <ul style="list-style-type: none"> - How do we include access to high level experiences beyond the Gifted program. - This access issue could be a standard. - Keymon and Lotus shares were so true. There is a systemic issue - students with apparent talent not being able to access admissions to Gifted program. 								
<p>Next - before Jan 8 Change Team: Create Ferg-Flor AR Standards Categories.</p>	<p>How might we integrate our Anti-Racist standards into the Strategic Planning Process so that our Anti-Racism has high accountability?</p> <ul style="list-style-type: none"> - Integration- <table border="1" data-bbox="233 592 2030 813"> <tr> <td data-bbox="233 592 833 748"> <p>In Title Adding Commitment to racial equity in education</p> </td> <td data-bbox="833 592 1430 748"> <p>Stand Alone - Adding a category on Race to EQUITY. R-EQUITY</p> </td> <td data-bbox="1430 592 2030 748"> <p>Embedded Adding race, power, and privilege as an integrated idea for each component.</p> </td> </tr> <tr> <td data-bbox="233 748 833 813"> <p>JP- this would make it a statement</p> </td> <td data-bbox="833 748 1430 813"></td> <td data-bbox="1430 748 2030 813"></td> </tr> </table> <p>What are the standards/protocols for the Jan 8 Change Team.</p> <p>2 purposes: supporting district strategy and be relevant to schools</p>			<p>In Title Adding Commitment to racial equity in education</p>	<p>Stand Alone - Adding a category on Race to EQUITY. R-EQUITY</p>	<p>Embedded Adding race, power, and privilege as an integrated idea for each component.</p>	<p>JP- this would make it a statement</p>		
<p>In Title Adding Commitment to racial equity in education</p>	<p>Stand Alone - Adding a category on Race to EQUITY. R-EQUITY</p>	<p>Embedded Adding race, power, and privilege as an integrated idea for each component.</p>							
<p>JP- this would make it a statement</p>									

Worksheet

<u>Strategic Plan Frame</u>	<u>Equity Protocol --(school based)</u>	<u>Anti-Racist org standard Anet</u>	Ferg-Flor Possibilities
<p>Economics Demonstrate fiscal responsibility by achieving a balanced budget, increasing reserves and implementing expenditure controls.</p>	<p>Policy, Leadership And Management</p>	<p>Leadership</p>	<p>Must Categories:</p> <p>Should have Categories:</p> <p>Maybe should have Categories:</p>
<p>Quality Schools Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral Intervention (PBIS), reduction of classroom disruptions and discipline incidents, and parent and teacher</p>	<p>Curriculum, Teaching and Assessment</p>	<p>Policies and Procedures</p>	

surveys to monitor progress and gain feedback.			
Understanding Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates, and college and career readiness.	Discipline and Suspension	Human Resources	
Infrastructure Enhance the district's infrastructure through ongoing maintenance, energy efficiency, process improvement savings, and technology.	Students—Personal Development and Progress	Programs	
Talent Develop talent management by recruiting, training, engaging and retaining a highly-qualified, diverse staff.	Staff Recruitment, Training and Professional Development	Communication	
Your Community Engage all stakeholders with opportunities for dialogue, community outreach and events, feedback surveys, and proactive and transparent media relations.			

Other Items to handle:

<i>Topic</i>	<i>Discussion</i>	<i>Notes</i>
Welcome 5 minutes	What is a piece of good personal or professional news to share!	
12/3 Principal	What is key communication or support that principals and coordinators need?	

leadership follow-up		
12/4 Data meeting Debrief	Name Takeaways as a Steering Committee? Thoughts on strategy, messaging, and timeline on sharing data?	
Quick Hits 5 minutes	<ul style="list-style-type: none"> Principal and Manager Leadership Turnkey 	

12/2 Prep for Principal and Leader Equity and Anti-Racism Follow-up

11/20; 2:30pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Xenia; Brod, Marie Tamoya

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>	
Welcome 5 minutes	Whip around: For maximum impact on this work, after the December data meeting, What are some winning aims/steps for using the Anti-Racism for Social Justice Survey data? For staff to see the data.. And set them up for conversation around it! (Liz- +Kevin). We keep it to ourselves too much. We cna easily make assumptions about the data.		
12/4 Data meeting Runway and Follow-up 20 minutes	<ol style="list-style-type: none"> Explore Survey Data: What do you notice? What do you wonder? Headlines Marie noticed (Marie gives overview of the data, there is an opportunity to ask questions) Discuss Next Steps: what does this bring up for you? <ol style="list-style-type: none"> Some AntiRacist Standards that you may want to think of for this discussion. 	<p>Notice</p> <p>Focus group brought out concerns about interruptions in relationship- influenced by grade/school restructure.</p>	<p>Wonder</p> <p>JP- Most confident in recognizing bias/inequities ...how does that breakdown demographically. Hypothesis: Will white folks don't</p>

	<ul style="list-style-type: none"> i. Our organization continually develops leadership that uses anti-oppression practices. ii. Our organization periodically reviews its policies and procedures to ensure the alignment with anti-racist principles. iii. Our organization's internal and external products and services are informed by the ways that racism and other forms of oppression negatively affect people from marginalized groups 	<p>Additional layers under this is the equity of building choice and its implications for race, power, privilege</p>	<p>observe bias/inequities as much.</p> <p>AB- There is something getting in the way of developing practices and policies for the entire district. I wonder what it is?</p> <p>TRW - Do we have the relationships with enough trust to name racist practices and work on that?</p>
<p>Quick Hits 5 minutes</p>	<p>Confirm Next steps on:</p> <ul style="list-style-type: none"> • Student Survey Update • Principal and Manager Leadership Turnkey • Create Ferg-Flor AR Standards Categories from EQUITY Strategy. <p>Thoughts? Student Questions Admin Dec 16 Middle School Dec 17 Middle School Preceded by a panel</p>		

	Equity Protocol --	Anti-Racist org standard Anet	Ferg-Flor Possibilities
<p>Economics Demonstrate fiscal responsibility by achieving a balanced budget, increasing reserves and implementing expenditure controls.</p>	<p>Policy, Leadership And Management</p>	<p>Leadership</p>	
<p>Quality Schools Promote a school climate conducive to learning through district-wide implementation of Positive Behavioral Intervention (PBIS), reduction of</p>	<p>Curriculum, Teaching and Assessment</p>	<p>Policies and Procedures</p>	

classroom disruptions and discipline incidents, and parent and teacher surveys to monitor progress and gain feedback.			
Understanding Maintain accreditation (70% or higher) and support student achievement by focusing on MSIP 5 and MAP scores, subgroup achievement, attendance, graduation rates, and college and career readiness.	Discipline and Suspension	Human Resources	
Infrastructure Enhance the district's infrastructure through ongoing maintenance, energy efficiency, process improvement savings, and technology.	Students—Personal Development and Progress	Programs	
Talent Develop talent management by recruiting, training, engaging and retaining a highly-qualified, diverse staff.	Staff Recruitment, Training and Professional Development	Communication	
Your Community Engage all stakeholders with opportunities for dialogue, community outreach and events, feedback surveys, and proactive and transparent media relations.			

11/13; 3:30pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Xenia; Brod,

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
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Welcome 5 minutes	<p>Do now: 3 month Reflection - How is ANet Meeting Needs- Each person types here. This is for the steering committee to give feedback to ANet team and we will use it for reflection and planning internally and with you.</p> <ol style="list-style-type: none"> 1. What are key accomplishments and wins so far when it comes to working with ANet? Impact? Milestones? 2. What are our biggest opportunities and/or next steps in working with ANet? 3. What barriers are you currently facing to making progress on this project and how can the ANet team help? Or - are there any areas in which you would like to engage this ANet, the steering committee or another team in problem solving? If so, tee them up here 4. Overall, where would you say your work with Anet is on track toward its overall outcomes? Where is it off track? 	
	<ol style="list-style-type: none"> A. Student Survey <ol style="list-style-type: none"> a. When and how to do the student survey? b. What follow-up with principals?) <ol style="list-style-type: none"> a. Who will communicate b. When will we roll-out c. How will we implement it (at home, during school day, etc...) B. 11/3 Principal follow-up 	<ul style="list-style-type: none"> ● Will get a date on Monday (on cabinet agenda) <ul style="list-style-type: none"> ○ Will need to develop language also around that ● Principal follow up is also on cabinet agenda ● Two teachers on deck for Change Team <ul style="list-style-type: none"> ○ Proposed area coordinator as well ● Look at the time of the Change Team meetings for the students who are in class (next two meetings are OK) ● Next time: draft categories for AR standards <ul style="list-style-type: none"> ○ Intentional and Obvious- part of the strategic plan.
Close	Next steps	

11/13; 3:30pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Tamoya; Brod,

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
Welcome	<p>5-10 minutes Whip around: Given the weather this week:</p> <ol style="list-style-type: none"> A. What weather are you feeling and why? B. What is it that you need from each other as you move closer to change and resistance in this work? 	
	<ol style="list-style-type: none"> C. Student Survey <ol style="list-style-type: none"> c. When and how to do the student survey? 	

	<ul style="list-style-type: none"> d. What follow-up with principals?) <ul style="list-style-type: none"> a. Who will communicate b. When will we roll-out c. How will we implement (at home, during school day, etc...) D. 11/3 Principal follow-up E. Stepback Reflection 	
<p>Welcome And Debrief</p>	<p>5-10 minutes Whip around: Given today's All Staff Diagnostic Survey Event, share either:</p> <ul style="list-style-type: none"> C. Share a + or an opportunity you see for this work. D. An affirmation or next step about your own leadership <p>Next steps: Parent language Legal counsel participation</p>	
<p>Next Actions</p>	<ul style="list-style-type: none"> F. Student Survey G. Student Survey roll-out- grades 6-12 <ul style="list-style-type: none"> a. Who will communicate b. When will we roll-out c. How will we implement it (at home, during school day, etc...) H. For Follow-up:: <ul style="list-style-type: none"> a. 11/3 All Staff, 8-10am, Implicit Bias b. Assign Ferg launch team & timeline for launching Virtual Playlist. <p>Last meeting we decided.</p> <ul style="list-style-type: none"> i. An actual initiative that has assignments and feeds into school-level; or principal meeting events. ii. Principal's experience a task and then turnkey. <ul style="list-style-type: none"> 1. ANet pick one that would be most helpful for the various racial dynamic 	

11/4; 3:30pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Tamoya; Brod,

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
Welcome	5-10 minutes Whip around: Given the weather this week: E. What weather are you feeling and why? F. What is it that you need from each other as you move closer to change and resistance in this work?	
	I. Student Survey e. When and how to do the student survey? f. What follow-up with principals? (Send something on Tuesday) g. EOS (Equal opportunity schools) call survey needs to go out next week 9-12. Increasing number of AP classes for students of color. h. Virtual Assembly- for 9-12th i. Virtual Assembly for 6-8th (explanation on questions) J. Student Survey roll-out- grades 6-12 a. Who will communicate b. When will we roll-out c. How will we implement (at home, during school day, etc...) K. For Follow-up:: a. 11/3 All Staff, 8-10am, Implicit Bias b. Assign Ferg launch team & timeline for launching Virtual Playlist. Last meeting we decided. i. An actual initiative that has assignments and feeds into school-level; or principal meeting events. ii. Principal's experience a task and then turnkey. 1. ANet pick one that would be most helpful for the various racial dynamic	

<p>Welcome And Debrief</p>	<p>5-10 minutes Whip around: Given today's All Staff Diagnostic Survey Event, share either: G. Share a + or an opportunity you see for this work. H. An affirmation or next step about your own leadership Next steps: Parent language Legal counsel participation</p>	
<p>Next Actions</p>	<p>L. Student Survey M. Student Survey roll-out- grades 6-12 a. Who will communicate b. When will we roll-out c. How will we implement (at home, during school day, etc...) N. For Follow-up:: a. 11/3 All Staff, 8-10am, Implicit Bias b. Assign Ferg launch team & timeline for launching Virtual Playlist. Last meeting we decided. i. An actual initiative that has assignments and feeds into school-level; or principal meeting events. ii. Principal's experience a task and then turnkey. 1. ANet pick one that would be most helpful for the various racial dynamic</p>	

11/3; 3:30pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Tamoya; Brod,

<p><u>Topic</u></p>		
	<p>A Plus or Opportunity for the work -- Right Stuff: Powerful, thought provoking; folks shared in ways they haven't had opportunity for? -- Shared accountability.....message from Dr. Davis. Extended power to people</p>	<p>A Next s https://www.fergflor.org/domain/2796</p>

	<p>--</p> <ul style="list-style-type: none"> - What would it expect that means --- folks taking action... --- challenge -- the school board expects traditional growth expectations and how does that happen if we respond to <ul style="list-style-type: none"> - How we do it. - How do we increase board participation? -- Heike sends invitations and recordings. Maybe do a Board session? Keeping in mind all of us are making the rules? It is tough to change systems that are set up for their original purpose. <p>Stick to Equity Literacy Skills...eliciting bubble up action and the elevate those stories. Stick to Change Team - Anti-racist Standards and Dr. Hardy, Proff Luke, Dr. Bell, Brene Brown, students and parent voice</p>	
<p>Next Actions</p>	<p>Principals: Thursday.... Anet plan suggested options for principal leadership for Nov 12. Get live ferg-flor survey to compare with ours. Virtual Playlist conversations How does that tie into our graduate profile.. And how can that give lift to this work! These are the experiences we need for our kids.</p>	

10/23; 3:30pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Tamoya; Brod,

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>					
<p>Welcome And Debrief</p>	<p>5-10 minutes Whip around: Given today's All Staff Diagnostic Survey Event, share either:</p> <ul style="list-style-type: none"> I. Share a + or an opportunity you see for this work. J. An affirmation or next step about your own leadership <p>Next steps: Parent language Legal counsel participation</p>	<table border="1"> <tr> <td data-bbox="1226 1208 1627 1268">A Plus or Opportunity for the work</td> <td data-bbox="1627 1208 2039 1268">A Next step for your leadership</td> </tr> <tr> <td data-bbox="1226 1268 1627 1464">Hearing from students powerful. Dr. Davis and Dr. Parker being vulnerable gave more credibility to the work. It was packaged well. Everyone felt included.</td> <td data-bbox="1627 1268 2039 1464">If we are going to the work, we need to go as far as we can go.</td> </tr> </table>	A Plus or Opportunity for the work	A Next step for your leadership	Hearing from students powerful. Dr. Davis and Dr. Parker being vulnerable gave more credibility to the work. It was packaged well. Everyone felt included.	If we are going to the work, we need to go as far as we can go.	
A Plus or Opportunity for the work	A Next step for your leadership						
Hearing from students powerful. Dr. Davis and Dr. Parker being vulnerable gave more credibility to the work. It was packaged well. Everyone felt included.	If we are going to the work, we need to go as far as we can go.						

		<table border="1"> <tr> <td data-bbox="1234 237 1633 354">Even in 30 minute period before, you can see all roles represented.</td> <td data-bbox="1633 237 2039 354"></td> </tr> </table>	Even in 30 minute period before, you can see all roles represented.	
Even in 30 minute period before, you can see all roles represented.				
<p>Next Actions</p>	<p>O. Additional information gathering opportunities through conversations with small groups:</p> <ul style="list-style-type: none"> a. This can be 3 meetings (held simultaneously or or at different times)- Currently proposing 10/30 2-4 CST <ul style="list-style-type: none"> i. Community folks- 5 people ii. Student groups - 5 people <ul style="list-style-type: none"> 1. HS- 1st hour <ul style="list-style-type: none"> a. Change team principal identify students and offer parent support 2. MS- 2nd hour <ul style="list-style-type: none"> a. Change team principal identify students and offer parent support iii. Non-certificated staff - 5 people b. Liz, Brod, Marie find a Different time for: <ul style="list-style-type: none"> i. teachers ii. Upper elementary: What would we ask <ul style="list-style-type: none"> 1. Change team principal identify students and offer parent support 2. ..pair with students parents. <p>P. Student Survey roll-out- grades 6-12</p> <ul style="list-style-type: none"> a. Who will communicate b. When will we roll-out c. How will we implement (at home, during school day, etc...) <p>Q. For Follow-up::</p> <ul style="list-style-type: none"> a. 11/3 All Staff, 8-10am, Implicit Bias 	<ul style="list-style-type: none"> 1. We need 1 hour. We plan to have 3 groups happening simultaneously. The groups would be 5 community folks, 5 student folks, 5 non-certificated staff folks. The session would be 1 hour. If you want to involve more than 5 per group; we would keep it at 5 but run the same session for an additional 5 right after. Can you work on assembling about 5 folks per group for 10/30 2-4 CST? 2. Sample communication for Student Survey: Include in communication to students, principals, families? For Students, could be read/shared by teachers with the link: Today/this week, you and your peers across the district in grades 6-12 will be taking a survey and to share your perspective of school culture, especially as it relates to race. The survey is part of a partnership that the district and schools will be participating in to improve the school experience of students from diverse backgrounds. The survey is anonymous, meaning, you will not be asked your name and you will not be matched to your response. Please answer each question honestly and to the best of your ability so that the district and school leadership teams can get an accurate picture of your experiences -- this is in no way evaluative or grade impacting. The survey is expected to take about 15 minutes to complete. <Click on this link to get started.> 		

	<p>b. Assign Ferg launch team & timeline for launching Virtual Playlist. Last meeting we decided.</p> <ul style="list-style-type: none"> i. An actual initiative that has assignments and feeds into school-level; or principal meeting events. ii. Principal’s experience a task and then turnkey. <ul style="list-style-type: none"> 1. ANet pick one that would be most helpful for the various racial dynamic 	
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10/16; 2:30-3pm C.T. - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Tamoya; Brod,

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>	
Welcome And Debrief	5-10 minutes Whip around: Given today’s Change Team Meeting, share either: K. Share a + and a next step for the project. L. An affirmation or next step about your own leadership	A Plus or a Next Step for the project	A Next step for your leadership
		+students as part of the team. Delta- check-in on comprehensive hs. +parent powell- good 2way conduit Delta: Board member and Teacher Delta: white student...(additional steps with parents)	Because of the work; PD committee; teacher are vote on at each building; the likelihood of Af-Am or any other POC getting on is tough. This is policy driven. Maybe get it out of policy...and make it a procedure. Could use Equity Policy....
Next Actions	10 minutes Decisions on Diagnostic Survey : All Staff AR and Social Justice Recommending A- to take diagnostics and create conditions to give accurate data: A. PD session: Leader why Video; Share your why? Survey Framing Script; 30 min Time for Survey Response; Reflection: Whip around question (use full version) Oct 23, 12-1CST. there is time in the afternoon:	<u>FYI- Upcoming Events</u> 3. 11/3 Districtwide Implicit Bias Training 4. 11/12/20 2-4pm CT. Pre-work Required. Developing a Central Change Team and Preparing to Develop Anti-Racist Standards 5. 12/4/20) 11am-1pm CT Data and analysis meeting based on all org AR diagnostics 6. 1/8/21, 2-4pm CT: Developing the Anti-Racist Standards	

	<p>a. Use webinar- Liz will See about Food Service and Bus Driver access to devices.</p> <p>b. Principal meeting Thursday:</p> <p>B. Asynchronous response (use short version).</p> <p>10 minutes</p> <p>Virtual Playlist Feedback and Launch Decisions:</p> <p>R. Recommendation on the table</p> <p>a. An open optional resource that is deliberately and periodically shared within newsletters, etc and leaders are encouraged to pick material optionally to use with the guiding questions embedded in the material.</p> <p>b. An actual initiative that has assignments and feeds into school-level; or principal meeting events.</p> <p>i. Principal’s experience a task and then turnkey.</p> <p>1. Anet pick on that would be most helpful for the various racial dynamic</p>	
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10/8 3pm - 3:30pm Central - Steering Committee

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Elizabeth Davenport ANet: Tamoya; Brod,

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
Welcome	Whip around: What impact or follow-up have you heard, experienced, or seen since the Anti-Racism for Social Justice in Schools Keynote event?	<ul style="list-style-type: none"> ● Follow-up on our personal why: video...and how can we roll that out. ● Big potential in having Change Team talk about their why. ● Never ever have had htat many responses on a survey..477! AND never ever had that positive of a response.. In ay pd we have done, small or large or group. Seeing Teacher being committed ot the work.

		<ul style="list-style-type: none"> • Principals: What's next steps. Spent more time around Equity Literacy Article. And eager to having conversation with their OLT...and now what does that look in my building. This unifies...principals were trying to do separate work in their building. Thank you • Echo. Appreciative of the directness of the content. Content coordinators processed it. Some groups didn't have a chance of process. As we move forward how are we ensure space to have an outlet ...we know this is heavy..and here are som thing we want to do after. I noticed...when people say they are ready...but when you start...folks are not othen. • This brought out some confidence...security...
<p>20 min Content</p>	<ol style="list-style-type: none"> 1. Event Survey Analysis: FergFlor/ANet Kickoff Event <ol style="list-style-type: none"> a. Insights and Use b. ANet Follow-up recommendation: Why series? 2. Diagnostic Survey: All Staff AR and Social Justice <ol style="list-style-type: none"> a. What to expect b. Previous version and Update Version. c. Survey framing/Admin 3. Updates: <ol style="list-style-type: none"> a. Upcoming Events: b. Virtual Playlist : Ferg-flor input for organization 	<p>Add, what will bring you joy in this work.</p> <ul style="list-style-type: none"> - As a way for folks to stay in the hard work longer. <p>So we an think about incorporating joy into our anti-racist work.</p> <p>We have create conditions where folks can give thoughtful responses.</p> <ul style="list-style-type: none"> • Ideas: <ul style="list-style-type: none"> ○ During a pd? ○ Idea: Set up PD for this: <ul style="list-style-type: none"> ■ Leader why Video ■ Share your why? ■ Survey Preamble ■ Survey Response ■ Reflection- to be be decided. ■ <p>Pause until we know landscape... Current Decision: Longer meeting. re</p>
<p>5 min Close</p>	<p>Next Steps</p>	

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, Aimee Cacciatore; B Jamison; Deanna Kitson; Elizabeth Davenport; Heike Janis; Kevin Voepel; Lisa Hazel; L Larrew; P Boyd ANet: Tamoya; Brod, Colleen, Tamoya, Colleen O'Brien; Kevin Bennett; Marie Kodama; Sienna Dear; Tony Plunkett;

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
5 min Welcome & Congratulation & Purpose	<ul style="list-style-type: none"> Welcome 3-330 Central Purpose Event Debrief: To Celebrate and Learn from This Even: 	Session Purpose: Our Anti-Racist work is grounded in compassion. And the way we act on compassion is living out Equity literacy Skills. The first skill is to Notice/Recognize Bias and Inequity. During Session: Practice Listening to Stories - Recognize Bias in them:
5 min Individual Reflection	Let's each complete the Session Survey now. <ul style="list-style-type: none"> Right now, Let's use it as a way to have individual Reflection on the personal and professional meaning of this event. 	Key Materials: Equity Literacy Skills:
15 min	Targets: <ul style="list-style-type: none"> Engagement Understand Role of Compassion Understand Role of Equity Literacy Importance of Trauma Awareness in Understanding Students' Experience Key-Note Advanced Equity and Journey toward antiRacism. Event supports goal to advance equity and work toward anti-racist Call to Action 	Given the targets listed to the left <ul style="list-style-type: none"> What Celebrations Do We have? What Values and Messages Were Expansive and Supportive of Anti-Racism is Service of Social Justice What worked, what was a challenge, and what are suggested next steps for things that didn't work as well.
5 min Close	Next Steps: <ul style="list-style-type: none"> Engagement piece... 	Session Material ; Draft Agenda ; Sign-in Sheet; Key Materials: Equity Literacy Skills: Link to Thought Exchange ; Link to Chat; Link to YouTube Chat Link to session video :

Event Targets:

- Engagement

- Understand Role of Compassion
- Understand Role of Equity Literacy
- Importance of Trauma Awareness in Understanding Students' Experience
- Event supports goal to advance equity and work toward anti-racist
- Call to Action

Given the targets listed;

<p>What Celebrations Do We have?</p> <ul style="list-style-type: none"> • Engagement -- in chat- passion/interest stronger than any pd we've had. • Aligned with SEL we are doing in district. ..clearly. • Alignment to current work....connections clear...staff members see the connection and don't feel it is disjointed. • 	<p>What Values, Messages, Experiences Were Expansive and Supportive of Anti-Racism in service of Social Justice?</p> <ul style="list-style-type: none"> • Clarity about Trauma and what to do it about. • Honesty of the challenge • Bringing Allyship to the work.
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Given the targets listed; What worked, what was a challenge, and what are suggested next steps for things that didn't work as well.

+ Plus What worked,	- Minus What was a challenge ,	Changes/Consideration to Mitigate Challenge/Minus or build on the strength
Key Lila Quote on liberation		
Focus on the Why		
Authenticity of Stories-- Showing different perspectives for each of to consider		
Perspective of Students		How do we bring more student voice/perspective to the center? (1 step-- 2 students on change team)

	Tough for tech team to participate...need to go back.	Move Tech check-in to 30 minutes before.
Principal Pre-session helped prepare folks for today.		
		How is everything threaded: --- regular rhythms to routinely- --- build community. Update agenda
		How do we connect to larger initiatives such as: <ul style="list-style-type: none"> • Community initiatives as we are trying to build up equity in the region...we can connect to the rest of the ecosystem. • forwardthroughferguson.org
		How do we build the bridge between restorative practices and this work. Heart and hand paper is good connections. For instance current responses to bias vignettes. We need equity talking points for the spaces we have.
		Be strategic-- about small group start and being deliberate about expanding.
	Consider increasing Engagement strategies...	Breakout Rooms? Opt in approaches. (peak 959 in zoom and 250 in youtube). Chat sources: zoom/youtube/thoughtexchange

9/30/20 :230CST - ANet/FergFlor teams check-in <https://anet.zoom.us/j/98056502925?pwd=cFRuN2tyVkpiZ3JJZlJMUkhHS0FkZz09>

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, ANet Tamoya; Brod

<i>Topic</i>	<i>Discussion</i>	<i>Notes</i>
<p>Greetings and Top of Mind 5 minutes</p>		
<p>Friday Prep Conversation 25 minute</p>	<p>Review Content again: Draft Deck Any Fyi's on Decision regarding:</p> <ul style="list-style-type: none"> a. Prework- <ul style="list-style-type: none"> i. Decided 1 pager: Equity Literacy Skills read during session - 4 minute b. Postwork <ul style="list-style-type: none"> i. (Dr. Davis video?) - ii. Principal manager charge around Equity Literacy Skill: <p>Trauma content Confirm Debrief time/day Friday:3-3:30 Central Basis of After Event Reflection:</p> <ul style="list-style-type: none"> c. View for Success d. Event Survey: <ul style="list-style-type: none"> i. Follow-up via email 	<p>Decided 1 pager: Equity Literacy Skills (this was sent to principal; sharing with staff was optional). read during session - 4 minute</p> <ul style="list-style-type: none"> - Not one and done. This is journey we are one. This is part of their daily work. <p>Session Overview: Our Anti-Racist work is grounded in compassion. And the way we act on compassion is living out Equity literacy Skills. The first skill is to Notice/Recognize Bias and Inequity.</p> <p>During Session: Practice Listening to Stories - Recognize Bias in them:</p> <p>After Session: We ask them to</p> <p>Brutal Fact: Some folks are overwhelmed and other may be resisters:</p> <ul style="list-style-type: none"> ● How and when do we message that this work is the commitment and it is not going away? <ul style="list-style-type: none"> ○ Consistent/ Messaging: We need your voice- it will be uncomfortable- ○ Strategic Engagement of Key Folks

9/25/2020: Zoom: <https://anet.zoom.us/j/98056502925?pwd=cFRuN2tyVkpiZ3JJZlJMUkhHS0FkZz09>

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, ANet Tamoya; Brod

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
<p>Welcome 5 minutes</p>	<ol style="list-style-type: none"> 1. FYI: Interest in PD Opportunity? 2. 1 or 2 folks: Share about an experience or observation that showed progress/barriers towards advancing equity from the week. (It can be personal or professional) 	<p>Double Check grade-level specifics!</p> <ul style="list-style-type: none"> - Teachers naming schedules as a barrier to kids (for themselves...sho
<p>Keynote Matters 10 minutes</p>	<ol style="list-style-type: none"> 1. Runway/Prework? <ol style="list-style-type: none"> a. Decide if and what runway there should be? b. Decide post-session follow-up 2. Post-session Call to action to Team by Ferg-Flor? <ol style="list-style-type: none"> a. Recommendation: Call to Action to our compassion b. Follow-up by Project Steering 3. Who/How do we Coordinate to join and present on the Ferg-flor keynote virtual meeting platform <ol style="list-style-type: none"> a. Set up practice run. 4. From Input>>>Sketch>>Outline >>>>Draft Deck 	<p>9/18- Last week's Notes: for KeyNote- Feeling Hope/How do we take away these barriers that are the fruit of Systemic Racism.</p> <p>Research-based nuggets that address Black and Brown student opportunities and by doing so helps All students.</p> <p><i>White Privilege and preservation of power can be a barrier to true collaboration for Anti-Racism for social justice. "This (the perception of black empowerment at expense of white threat)) is just for now and it will stop" counters the durability of the work;</i></p> <p><i>Opportunities for context: Board meeting and Principal Meeting and Cabinet?</i></p> <p><i>Suggestion: We don't always name our POC who are not Black. And this is an opportunity for those students to be seen.</i></p>
<p>Alignment 10 minutes</p>	<p>Finalization process for Change Team: Next Step: Dr. Davis-set up the team. This team will help draft a letter of invitation</p> <p>Diagnostic window 10/9 or later onward for at least 2 weeks.</p>	<ul style="list-style-type: none"> • Link: Ferg-Flor/ANet Proposal Reference Doc

Closing 5 min	<ol style="list-style-type: none"> Next Steps: Final Thoughts 	
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9/18/2020: Zoom: <https://anet.zoom.us/j/98056502925?pwd=cFRuN2tyVkpiZ3JJZlJMUkhHS0FkZz09>

Attendees: Adrienne Bland; Dr. Parker; Dr. Joseph Davis; Kevin Hampton, ANet Tamoya; Brod

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
Welcome 5 minutes	<ol style="list-style-type: none"> Purpose Whip around: Quick Intro and briefly- what's 1 thing that is top of mind for this work (can be operational, technical, philosophical, or anything) 	<p>Kevin: Excited” Moving from cabinet to distributed leadership and classrooms.</p> <p>Dr. Davis: Looking forward to Change Team (Full district effort . Grounding in common knowledge/resources/language. Hungry for guidance for starting and sustainability.</p> <p>Dr. Parker: How do we make th is the umbrella</p>
Keynote Content 10 minutes	<ol style="list-style-type: none"> What do you hope to have folks thinking and feeling as they leave the keynote?- Feeling Hope/How do we take away these barriers that are fruit of Systemic Racism. Research based nuggets that address Black and Brown student opportunity and by doing so helps All students. Are there any hotspots or landmines that we should avoid in terms of language, culture, ferg-flor history, or norms? Alternative Narrative/Distracted: White Privilege and preservation of power can be a barrier to true collaboration for Anti-Racism for social justice. ; “This (the perception of black 	<p>Link the Ferg-Flor/ANet Proposal Reference Doc</p> <ul style="list-style-type: none"> • Liberation • Anti-racism • Compassion • Fairness • Life and Liberty • Social Justice

	<p>empowerment at expense of white threat)) is just for now and it will stop” counters the durability of the work;</p> <p>Opportunities for context: Board meeting and Principal Meeting and Cabinet?</p> <p>Landmine: We don’t always name our POC who are not Black. And this is an opportunity for those students to be seen.</p> <p>Have to watch time/</p>	
<p>Alignment 10 minutes</p>	<ol style="list-style-type: none"> 1. This group’s charge within the context of this partnership. 2. What frameworks, partnership, key anchor documents support your work’s connection to anti-racism? <ol style="list-style-type: none"> a. Short work 	<ul style="list-style-type: none"> • • •
<p>Closing 5 min</p>	<ol style="list-style-type: none"> 3. Next Steps: 4. Final Thoughts 	<p>Send pre-work to Project Steering Committee? Dr. Davis/Tamoya last week. Put times on KeyNote</p>

For another time:

How, within your role, are you working towards educational equity and where are there connections to Anti-racism?

<u>Topic</u>	<u>Discussion</u>	<u>Notes</u>
Welcome 3 minutes	<ol style="list-style-type: none"> 1. Purpose 2. Introductions (brief whip-around style) 	
Logistics 12 minutes	<ol style="list-style-type: none"> 1. Oct 2nd - # participants; Meeting Platform; 2. Confirming Proposal dates/times Page 13-15: 	<p>Sound/tech check at 12:45p Between 1 and 3 CT ~900 certified staff (2k including other staff) Zoom preferred- ability to be streamed over 1k people to the Youtube channel</p> <p>Leadership available for debrief following the call</p> <p>Sienna & Liz to connect separately about confirming future dates</p>
Content: 12 minutes	<ol style="list-style-type: none"> 1. Overview of 10/2 <ol style="list-style-type: none"> a. Intro to ANet- centered on Educational Equity <ol style="list-style-type: none"> i. <i>Walk away with understanding of the org, as a national organization, and how we center the work of educational equity</i> b. Our journey to Anti-racism and connection to students learning <ol style="list-style-type: none"> i. <i>Walk away with: started with our partners, underserved communities, and the need for anti-racism to better serve students. Ferguson as a catalyst for this work as well. The connection of anti-racism and student learning.</i> c. Dr. Karriem Salaam- the impact of trauma centered on the twin pandemic-connected to trauma stewardship for teachers and leaders, the assaulted self for students and connection to learning. 	<p>Cultural proficiency framework has been introduced What's new: broad effort from the district</p> <p>Needs to communicate a strategy that connects and endures</p> <p>Dr. Davis would like to see/read more of Dr. Salaam's writing to understand perspective - What is my journey/How did I get here- the question we must revisit in this work.</p> <p>Wondering from Jana: what can be done beforehand to get folks ready/primed for the conversation</p> <p>Ferg-Flor team- Aside to consider later: Might we consider having any student leadership at the intro?</p> <p>From Phillip Boyd: Is there a space in the journey to discuss educating for liberation?</p>

	<p style="text-align: center;"><i>i. What does racialized student trauma look like</i></p> <p>2. Virtual Playlist:</p> <ul style="list-style-type: none"> ● What has Ferg-Flor been working on within district PD and building foci?:(We want that to influence our curation of Virtual Playlist ● Is the district Google or Microsoft-based? ● When are we hoping to launch this playlist with Ferguson partners? ● How many school and district leaders would be included? 	
<p>Close 3 minutes</p>	<ol style="list-style-type: none"> 1. Appreciations 2. Summary of Next Steps 	<p>TRW- to Dr. Davis by 9/2 EOD:</p> <p>Thinking about his collective team, reach out to Dr. Davis to ask how Dr. Parker will be involved in the work.</p> <p>Rhythm with Dr. Davis-</p> <p>Accessibility to ANet</p> <p>On-Ramp Strategy:</p> <ul style="list-style-type: none"> - Options we recommend -

10/1 11-11:30 EST Tech Walkthrough

1. Tech Walkthrough and [cue and cue](#)
 - a. Slides display
 - b. Zoom breakout rooms

Break out room:

- Random assignment
- Size... or number of rooms: 50 rooms--- 6 minutes

Who is running slides

- Brod and Sienna- Bord video---

What we will say to get them to move forward

- Moving On/

who is playing the video: Brod

how will that be played: link opens to youtube.

When is the start time: Dr. Davis starts at 1pm- 1:15 to 3pm.

Sienna is Host (Brod Co-host)

Recording it...to use in smaller groups: Live Stream it?

ThoughtExchange- Liz/Kevin will test if Thought Exchange will show up on youtube live stream from Liz's zoom.

Sharing of zoom link has happened in Ferg-Flor.

Flori-sent Shorten it to Ferg-Flor FFSD

DECK is [here](#)

Elizabeth Zoom: Add cohost--

2. Here is a survey [draft](#).
 - Any changes?
 - When would it go out?
 - Any technical or distribution guidance.

What do you think?



RESPONDING

RECOVERING

REINVENTING

*Three Jobs That Matter for School
Communities Navigating a COVID World*

April 2020



Transcend is a national nonprofit organization focused on innovation in school design. We support communities in creating and spreading extraordinary, equitable learning environments.

To learn more about partnering with Transcend, reach out to us or visit our website.

 www.transcendeducation.org

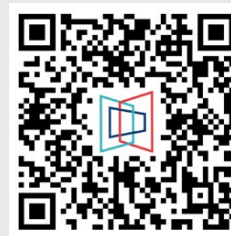
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And [subscribe](#) to our newsletter to stay connected.

You can access Transcend's full set of resources for supporting schools and districts during the Coronavirus crisis by scanning the QR code to the right with your smartphone.

You can also visit <https://www.transcendeducation.org/coronavirus>



In a flash, communities across the country have found themselves dealing with the greatest disruption to schooling—and life—in more than a generation. This *learning note* draws from many conversations we’re having with schools, systems, educators, supporters, and families. As we see daily examples of this pandemic’s cruel and inequitable impact, we acknowledge that intellectualizing in the midst of suffering is a privilege and risks insensitivity. However, we know that in the coming weeks and months, school communities will face consequential decisions that will reverberate for decades. We hope this perspective can help our field to collectively forge solutions in the interests of expanding opportunity for ALL young people to thrive.

We believe all school communities will be faced with three core “jobs” over the coming months and years:

JOB 1 RESPONDING

Now–Winter 2020

*This work is about dealing with the immediate emergency, including basic needs, emotional support, and continuity of learning. From day one, educators and administrators have been heroically working to ensure students’ needs are met, executing distance learning, offering trauma support, and communicating with families. Responses range from chaos to coping to truly continuing learning. By necessity, educators have been innovating on so many fronts, and those seeing the greatest success are also reaping benefits from design and implementation choices made in the months and years **before** this crisis. (Read more [here](#))*

JOB 2 RECOVERING

Spring 2020–Winter 2021

In the midst of a crisis, it can be hard to even think about recovery. However, this vital work will be about healing, recouping learning, restoring community, reflecting on what happened, getting ready for what’s ahead, and ultimately making a key choice: how much energy will we devote to resuming school as it was vs. rethinking what it could be? *This choice point may represent one of the most important moments of leverage for altering the trajectory of schooling in America. (Read more [here](#))*

JOB 3 REINVENTING

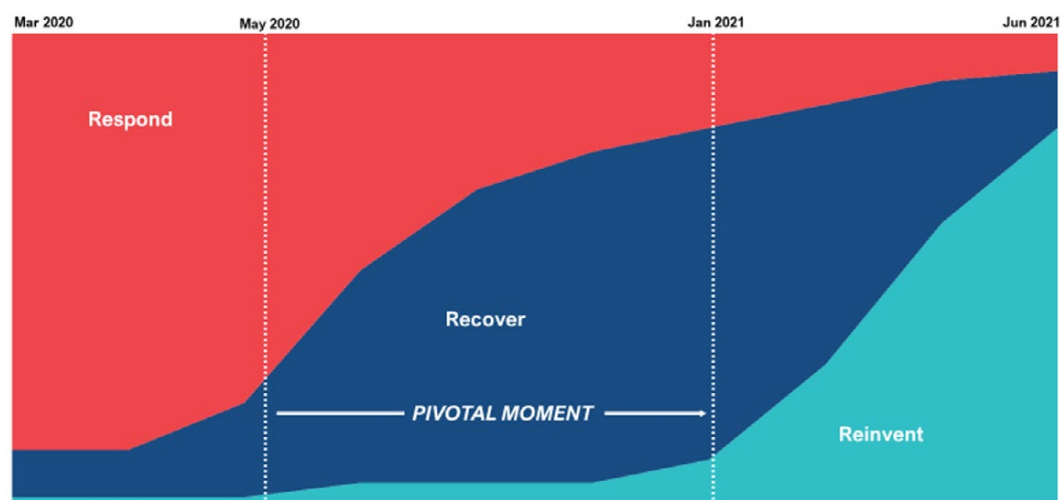
Fall 2020 Onward

This work will depend heavily on what school communities choose to do as they recover. *Those that primarily resume school as it was will likely return to similar trajectories. Those who devote energy towards rethinking and reimagining schooling can be on a journey of “community-based R&D,” systematically cultivating better practices, structures, and capabilities towards local visions of extraordinary and equitable learning. (Read more [here](#))*

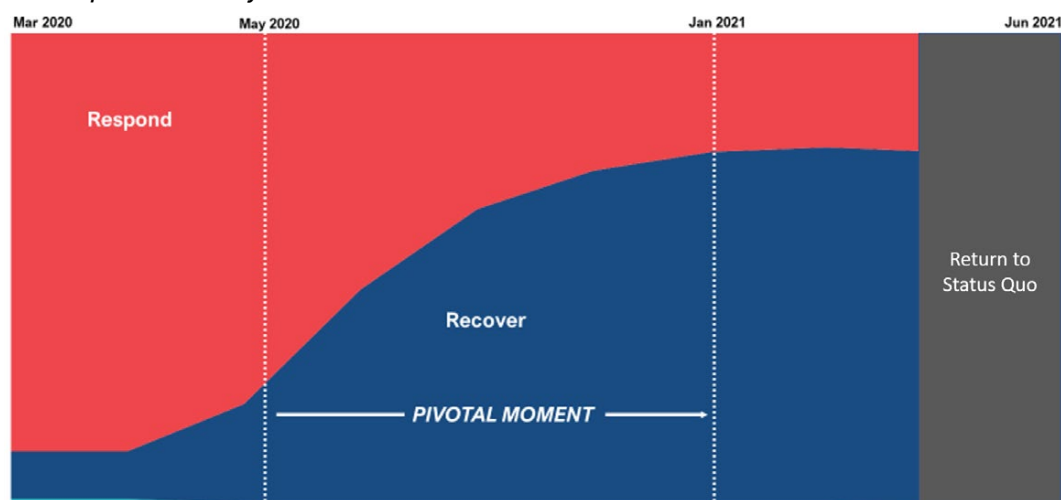
Schools are no strangers to any of these jobs—they’ve had to respond and recover and (in some cases) reinvent in reaction to past crises. However, the magnitude and duration of this disruption presents a tremendous opportunity to profoundly affect the trajectory of schooling. School communities’ abilities to lean into reinvention will depend on the energy, resources, and capacity to do all three jobs well. On the next page, we included a graphical representation of how the coming months could unfold, depending on whether school communities orient to Recovery work as a foundation for Reinvention.

A Graphical Representation of How The Coming Months Could Unfold

What's possible if schools use Recovery work as a foundation for Reinvention.



What's probable if they don't.



At Transcend, we are calling on ourselves—alongside many other partners and supporters—to offer resources and capacities that can support schools to take on this work, with particular attention to the task of recovering in ways that orient towards reinventing. We think this will require expert guidance, practical and efficient tools, models that can be borrowed and adapted, and networks that allow schools to share and learn with those that are most relevant to them. Philanthropy has an especially important role to play so schools are not forced to choose between getting vital support for innovation vs. meeting basic needs, especially as many schools will face severe budget cuts. Lastly, system and policy leaders have key roles to play in setting up the structures and incentives that will encourage recovery towards reinvention. (Read more about these roles [here](#))

While our observations throughout this note are not new, we hope this synthesis can be useful for anyone supporting school communities. We welcome your feedback, ideas, and collaboration [here](#).

Yours in partnership,

Transcend's [Team](#) and [Board](#)

JOB 1 RESPONDING

Now–Winter 2020

It is not an understatement to say that across the country, we are experiencing a collective trauma, with disparate impact across racial and socio-economic lines. We know from a growing body of research that the effects of trauma are profound and long-lasting. These adverse experiences are diverse and complex, for example: children and adults trapped in abusive homes with nowhere to go, families whose breadwinners can no longer provide for basic needs, caregivers who cannot work because there is no childcare, heightened fear of racialized policing, deepening and widening food insecurity, increased risk for people with compromised immune systems, not to mention actual illnesses, hospitalizations, and deaths. Amidst all this pain and uncertainty, we are also seeing incredible acts of service and love for community. With little notice and no precedent, school communities all across the country have mobilized themselves to meet a wide range of needs for students and families. To ensure that learning continues, teachers are integrating new tools and skills into their practices. In communities where school food is a vital lifeline, districts are sending school buses on deliveries. Parents and families are creating virtual pop-up homeschools, tending to everything from academics, to arts, to ethics. In this moment, we are seeing collective resilience and creativity on full display.

*“We have seen amazing work from teachers, students, and families and their adjustment to a remote learning model – using Zoom, Google Classrooms....our attendance is higher than it has been all year! Students are advocating like never before. They are appreciating our efforts **and** demanding even more – better lessons, better instructions, no packets, they want live instruction. I feel immensely proud of what we’re doing to make the best of a tough situation.”*

- School Leader

Despite these herculean acts, it is evermore apparent that schooling in America isn’t designed for learning to continue in this way. The work of school communities is enormously challenging in any circumstance, but COVID further exposes shortcomings of the industrial design of mainstream schooling. When students have not practiced setting goals or taking charge of their learning, they struggle to self-direct when working remotely. When students work on academic subjects that don’t feel relevant to each other or to real life, it’s harder to stay motivated without a teacher’s oversight. When students are grouped and moved forward by age regardless of what they have or haven’t learned, it is much harder for teachers to meet them where they are. When families are disconnected from students’ learning, it’s harder for them to get involved in moments like this. When school largely focuses on the intellectual side of students’ development, it is challenging to tend to foundational needs like identity affirmation and belonging. When technology is used in peripheral ways, it is all the harder to take advantage of it for flexible learning. The shortcomings of the industrial design of school have always been problematic and inequitable, but in moments that truly stress the system, they are even more acute.

Despite the heroism and dedication of individual educators, school communities as a whole vary in how well they are responding to the crisis—ranging across a spectrum from chaos to coping to truly continuous learning. ***What we’re observing is that a school community’s readiness to respond is partly a function of all they are doing now but even more a function of choices made months and years ago about the foundational design of their learning model.*** Those faring better have already reimagined key aspects of the industrial design and built out the capabilities, community connections, and practices that support students well. For example, Van Ness, an elementary school in Washington, DC, continues to cultivate emotional well-being and connection virtually through their [Strong Start model](#), a set of rituals and routines that prepares students to learn by fostering a sense of safety, belonging, community, and self-efficacy. Design Tech High School in the Bay Area is leveraging their virtual learning environment and student-centered culture to continue providing authentic connection through their advisory structure, cultivating a deep sense of belonging and emotional safety in a time where that is more

needed than ever. Intrinsic, a school in Chicago, has been able to quickly move components of their approach to remote learning that are giving their students access to extracurricular activities, rigorous independent reading activities, personal check-ins with advisors, and space to be in community with other students during Circle time. At Lindsay Unified, a district in California’s Central Valley, buildings closed on a Tuesday; on Wednesday morning, students continued working on their academic and personal goals through rigorous academic playlists and self-directed learning, small group virtual readers’ workshop sessions, and individual check-ins between educators and students. Students, educators, and parents didn’t miss a beat thanks to the investments Lindsay had made in a competency-based learning structure, as well as in the technology infrastructure needed to provide not just devices free of cost to students’ homes, but also connectivity to all families.

The last—and perhaps the scariest—thing to say about this moment of crisis response is that we don’t know when it will be over. Even if we “flatten the curve” and see the number of cases decline, it’s unclear when it will be safe to re-open school buildings. The threat of recurrent viral cycles means that physical school buildings may experience episodic openings and closings, with very little notice. Discontinuous attendance will likely be a major hurdle schools face, as students and their

“We are still in the thick of figuring out the basic needs of students; my last two days, 95% was waiting for computer shipments to get in, sanitizing them, figuring out logistics for pick up, setting up hand sanitizer and putting social distancing measures in place; organizing with the church to figure out food delivery, trying to figure out how to connect with the kids we can’t get; our social worker has worked 18 hour days trying to figure out the 20 kids we can’t get in touch with, our homeless kids; we’ve got 6 emails with 14 action steps in the last day from the district; hiring, panel interviews... scheduling interviews; we know our budgets are about to be cut, we know we will need to cut people. My band width is hiring and budget, outside of basic needs.”

- School Leader

families cope with vulnerability to illness. So there is no definitive end to the job of responding to crisis—it may well become the “new normal.”

A Look at How Schools and Districts are Progressing in Response to the COVID Crisis

The need for fast and agile responses may be pushing districts to work in new ways.

The [Center for Research on Public Education](#) (CRPE) is observing some districts:

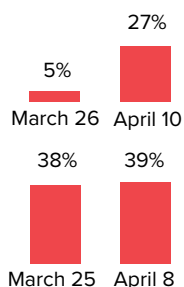


Break down departmental silos and increase collaboration.



Show a new focus on short- and long-term planning.

While districts are improving their remote learning plans, most teachers are still not interacting with the majority of their students on a daily basis.



Out of 82 districts surveyed by [CRPE](#), the number offering curriculum, instruction, and progress monitoring remotely increased by 22% from March 26 to April 10.

[EdWeek](#) reports, 39% of surveyed teachers were interacting with the majority of their students daily as of April 8, only a 1% increase from March 25.

In spite of progress over the last month, large numbers of students are absent from remote learning, and the numbers are larger in higher-poverty communities.



[EdWeek](#) reports that, on average, 21% of students, or about 1-in-5, are not logging in or making any contact.



This number is 1-in-3 students in districts where more than three-quarters of students are from lower-income families.

JOB 2

RECOVERING

Spring 2020–Winter 2021

Despite the lack of a definitive “end” to the response work, school communities will face new choice points beyond emergency crisis management. While acknowledging that the profound loss wrought by this crisis can make moving forward hard to even imagine, we are calling this second job “Recovering.” For most communities, recovering will begin in late spring and will persist—in some form—throughout the coming school year. Whether implicitly or explicitly, school communities will face a profound choice during this period of recovery: *“How much energy do we put towards restarting what we were doing pre-pandemic, and how much do we put towards **rethinking and redesigning** aspects of our approach?”* **We believe that this choice represents a significant inflection point in the trajectory of schooling in America.**

As they head into recovery, schools will be contending with new realities. Children will be returning having experienced varying traumas, compounded by lack of consistent access to peers, teachers, and services. Academically, children may be in a range of places—some severely behind (a particular concern for children with learning differences for whom remote learning often requires additional accommodation) and others far ahead, having the privilege of resources and the agency to own and advance their learning. Parents and families will similarly be in very different places. All will have even greater appreciation for teachers, and some will have deeper insights into their children’s experiences, with real questions about the schooling process.

“I’m not sure we are going to be doing school in the same way going forward,”
Maryland State Superintendent of Schools
Karen Salmon told state lawmakers
–The Baltimore Sun

Educators and administrators will also have come through [quite a journey](#). Perhaps never before in the history of professional learning have educators grown their repertoires of instructional methods in so short a period of time. Educators, school leaders, and systems have been forced to embark on rapid experimentation. In the process, they have acquired hard-earned innovation muscle, as they have mobilized their crisis response so quickly. This is a valuable asset, and they have an opportunity to sustain the momentum and extend it into the reinvention of their learning models. Some are already seeing unexpected benefits in these new approaches—for example, we’ve heard from one system leader that principals are finding value in coaching teachers remotely, using video and different modes for reflection. Lastly, teachers, students, and parents are gaining even greater appreciation for the importance of relationships and belonging within their learning communities.

As they confront these new realities, schools will feel it necessary to regain stability and continuity. Many will feel pulled to get back on their feet and restart in the same manner as before. Others, however, are already expressing a desire to [use this moment to rethink](#) key aspects of their approaches.



We hypothesize that school communities using this critical period of recovery to rethink and reimagine will need to:

- **Bring together a diverse “recovery coalition”** so key stakeholders are involved and invested. It will be critical to bring diverse perspectives to the table so their unique needs, lessons, and experiences inform the path forward. This can look like convening a “design team” of families, students, educators, and other key community members.
- **Take stock of what happened** and the consequences of choices made. This step involves gathering evidence and making meaning of it, to assess response measures (including prior design choices) and their impact on various groups. This helps communities notice and understand what worked, acknowledge and diagnose what didn’t, and consider implications for what comes next.
- **Tend to trauma and loss** so the school community can be a welcoming and healing space for adults and children, where learning can be recovered and relationships can be cultivated and deepened. Increasingly, models and practices exist to support communities with restoration, mental health, academic intervention, and whole-child well-being. These approaches help schools foster safety and mitigate anxiety by promoting connection and belonging.
- **Prioritize key design choices** that will have the greatest impact – now and over time. In the recovery mode, these design choices will be taken in response to pressing, pragmatic questions and challenges that schools face, such as those listed at right.
- **Plan for implementation and iteration** by finding, borrowing, and adapting solutions from other places and setting up structures to continually assess and adjust over time. Particularly given the possibility of future and/or rolling closures, schools need to have structures in place that enable them to make intentional decisions in fluid situations.

These tasks are not easy—especially with all the pressures school communities are under—but we believe they are doable with the right kinds of support and capacity. In this moment of recovery, the choice to *reinvent* doesn’t mean having all the answers or even prioritizing drastic shifts immediately. It means taking on pressing challenges with an orientation of rethinking old ways to find practical solutions for today and committing to a path of bold, equitable innovation over time.

Sample Questions to Consider When Prioritizing Design Choices

How might we cultivate the kinds of relationships that hold students emotionally through the kind of massive turmoil we’ve been through and mitigate the effects of trauma?



How can we respond to the increased variability of student knowledge and skills in more personalized ways, so that students who fell behind catch up fast and students who raced ahead can keep learning?



Since buildings may close again at any point, and some teachers and students may not be able to come in due to vulnerability to illness, how can we ensure that continuity of learning does not depend on students or staff being physically present?



How might we partner more deeply and effectively with parents/guardians and other community members, so they can stay plugged in to their children’s learning and play meaningful roles?



With the budget cuts we’re facing, how must we rethink various parts of our model, so students can be as well-served as possible?



JOB 3 REINVENTING

Fall 2020 Onward

This pandemic has shown the importance of having scientists, creative problem-solvers, compassionate caregivers, effective leaders, critical consumers of information, and civic-minded citizens. How can we make sure our learners are on the path to having the knowledge, skills, and agency needed to prevent, address, and solve the kinds of societal problems presented by challenges like COVID—not just in the future, but quite literally today?

School communities that make the most of the recovery will see gains across three areas that are critical to “reinvent” the paradigm of school in lasting ways:

1. **Stronger [conditions](#) for design and change**, including greater conviction, clarity, coalition, capacity, and a culture of innovation.
2. **A coherent vision for the overall learning environment**, with strong, well-implemented designs for key components of learners’ experiences. These designs will be more holistic, learner-centered, and flexible—making a number of “[leaps](#)” beyond the industrial paradigm.
3. **A network of supportive relationships** with other schools, model- and solution-providers, experts, TA providers, funders, and support organizations who can help make the vision a reality.

Reinvention is not about instantaneous transformation. It entails ongoing cycles of defining vision, borrowing and building model components, testing them out, gathering evidence of what’s working, and learning throughout the process. We call these cycles a “community-driven R&D” process. It can feel overwhelming to embark on a new process, but schools do not have to start from zero – especially if they have momentum from recovery efforts. In addition, a growing number of schools and other entities (including Valor, Summit Learning, Van Ness Elementary, New Classrooms, and EL, as examples) have rigorously developed models with communities and have codified them for others to adopt. These “model providers” are critical players in this moment because they can

help lower the lift required to rethink the nature of school.

Furthermore, though “R&D” can sound daunting, these cycles can be done in bite-sized ways, focused on immediate problems of practice, such as: *How can we catch up learners who are behind in math?* Cycles can grow bigger to include questions such as: *How can we begin to move towards a more competency-based approach?* Ultimately, this series of changes can add up to true transformation of learning environments over time.



In closing...

We don't yet know exactly how these three jobs will play out, but we do believe that the choices each school community makes — especially when undertaking recovery — will have a major impact on how their trajectory unfolds.

What can supporters do? Much great work is already happening to support schools in their response work. But what will they need to **recover** in ways that set them up to **reinvent** over time? We believe that funders, policy-makers, system leaders, and support organizations can play a pivotal role in this by:

1. Helping school communities navigate the likely crushing financial burdens they will face. This means supporting them not only with emergency relief but also with capacity for recovering in ways that lead them to reinvent, so they don't have to choose between reinventing vs. meeting basic needs. This includes concrete tools, capacity, and expertise to go through the recovery process in ways that allow for reinventing.
2. Helping them cut through the deluge of resources out there, with curated, practical models and solutions that allow them to reinvent in concrete and proven ways.
3. Helping them to connect to other school communities operating in similar contexts to share resources, participate in learning experiences, and understand solutions for the range of complex problems schools and systems are encountering.
4. Investing in the codification and sharing of models and solutions that appear to be working, so schools have more and better options of solutions to adopt, thus lowering the innovation barriers to entry.
5. Reexamining policies to encourage and support sustained innovation towards learner-centered environments, along the lines of these recommendations from the [Aurora Institute](#).

In these challenging times, we're inspired by the ways individuals and organizations across the sector are stepping up and leaning in to ensure that young people continue to learn and grow. Together with many others in the field, Transcend is committed to supporting school communities as they build more equitable, responsive, and holistic learning experiences that can withstand and thrive in volatile times.

“We’ve been talking a lot about massive disruptions opening new opportunities for systems change.

A usual reason given for why transformative systems change can't happen is that you'd have to blow up the existing system to do so Well, consider us blown up.”

*-Tulaine Montgomery and
Kim Syman of New Profit*

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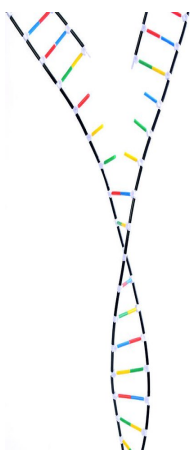
ANet's Anti-Racist Policy and Standards



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7. [Collective External Commitment with the Partners We Serve](#)

Why an Anti-Racist Organization Policy?



“The original problem of racism has not been solved by suasion. Knowledge is only power if knowledge is put to the struggle for power. Changing minds is not a movement. Critiquing racism is not activism. Changing minds is not activism. An activist produces power and policy change, not mental change. If a person has no record of power or policy change then that person is not an activist.” ~Ibram X. Kendi, How to be an Antiracist

In our effort to become an anti-racist organization, we believe an Anti-Racist Organization Policy is necessary to influence our mindset, structures, and systems. We visualize this as a double helix of our organizational DNA where we seek to address our anti-racist standards through structures, systems, personal mindset, and learning.

We cannot rely on the good intentions of well meaning people in the absence of a policy to guide ANet’s anti-racist work forward. Just as desegregation of public areas and institutions in the U.S. required explicit laws in order to be implemented, so is the case in the work of anti-racism.

This Policy formalizes the behaviors, actions, and decisions we must uphold to be true to our anti-racism commitment. It helps ground the creation of procedures that anchor ANet in how it operates within its anti-racist beliefs.

The Policy is grounded in our organizational desire for continuous learning and development towards anti-racism. The Anti-Racist Policy strengthens and compliments our Anti-Harassment Policy, which ensures we strike a balance between learning and accountability.

Alongside our Anti-Harassment Policy, this Policy helps to ensure we have guidelines to protect us and know what procedures to follow when oppressive acts occur within ANet. This Policy does not supersede in any way our Anti-Harassment Policy. If you have experienced or witnessed racism or discrimination by any ANet employee, contractor, school/district partner, or vendor, you should report the incident immediately to our Vice President of Talent or our General Counsel as soon as possible so that appropriate action can be taken.

Our Beliefs

- All forms of oppression prevent marginalized students from experiencing educational equity.
- Racism and other forms of oppression have prevented and continue to prevent students from racially marginalized communities from experiencing educational equity.
- Students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent are at risk for lowered expectations due to the effects of systemic oppression, white supremacy culture, and unconscious biases.
- Access to high-quality, equitable education for all students is a matter of justice.
- In order to achieve equitable instruction, we must recognize, respond, and provide support and resources consistent with [anti-oppression principles](#).
- When given access to standards-aligned, culturally diverse curricula and assessments, paired with educators who believe in and provide consistent high-quality instruction, students in marginalized groups can achieve at a high level.
- **The same systems and beliefs of oppression that impact students do not stop at the schoolhouse door and may directly impact employee experience in our organization.**



ANet's Anti-Racist Organizational Standards

What are anti-racist organizational standards?

ANet is already on its journey to becoming an anti-racist organization. ANet's Anti-Racist Organizational Standards will further our organization's progress in this journey, serving to challenge us to understand and correct the inequities that may unintentionally exist within our organization, to proactively act in ways that promote anti-racism, and to build on the strengths that have enabled our past conversations about race and bias.

Similar to educational standards, ANet's Anti-Racist Organizational Standards (AROS) represent the vision and goals that we will achieve as we move towards becoming [an anti-racist organization](#). The standards focus on five areas: Leadership, Policies and Procedures, Human Resources, Programs and Communication. These standards will guide our work in the present and the future, serving as a framework for further longer-term, multi-year learning strategies that guide the organization towards anti-racism.

What will the anti-racist organizational standards help us do?

- **Bring awareness to our biases** by strengthening our ability to recognize subtle bias
- **Identify structural racism** within the organization and support the planning needed to take action
- Develop a reliable way to **measure success** toward becoming an anti-racist organization
- **Live out our core values:** Advance Equity, People Matter, Bold thinking, Drive Results, promote leadership and Team First
- **Increase dialogue** about what it means for ANet to be an Anti-racist organization
- **Increase joy** at work for all ANetters, leading to higher level of impact towards our mission

Why is it important to become an anti-racist organization?

The population of ANet is predominantly white and the communities that we serve are predominantly of color. Research done by ANet's Inclusive Culture Working Group has surfaced that racism within the organization, even when unintentional, is still an active problem. And we know that this racism negatively affects the experience of staff; our products and services; our relationships with our partners; and ultimately, students' experience within ANet schools.

Although many forms of racism appear unconsciously and without negative intent, we are making an organizational commitment, with the standards as our guide, to unearth and proactively address bias and racism resulting from living in a society steeped in structural racism.



Why is the Change Team starting with anti-racist organizational standards?

The Change Team is starting with supporting dialogue about anti-racism. Often, people think that talking is inaction. We know that it can feel like talking is not enough, and we are eager to move faster into concrete action. However, talking has a special power that is too often overlooked - the ability to change attitudes. The engine of discussion drives change in personal belief. For this reason, we will be engaging in small group conversations designed to give ANetters the opportunity to:

- Build stronger, deeper relationships across the organization, especially among those with different backgrounds,
- Identify allies in their efforts to promote anti-racism,
- Align around a shared vision for what it means to be a truly inclusive and respectful community, and
- Deepen their understanding of race and cultural differences.

In order to engage in these meaningful conversations, we must all have a shared understanding of where we are trying to go as an organization. ANet's Anti-Racist Organizational Standards represent our vision and desired state for how we will operate as an anti-racist organization. These standards will help increase the fluency and normalcy of having conversations about anti-racism and will enable the personal and organizational transformation called for by the standards.

How were the anti-racist organizational standards developed?

The Change Team developed these standards in partnership with [Beyond Diversity](#) using the [anti-oppression principles and research referenced in this document](#). The Change Team is a diverse group of ANetters, representing 15% of the organization from various departments and teams, with a mission to build clarity and momentum around the commitment to anti-racism.

Anti Racist Organizational Standards				
Leadership	Policies and Procedures	Human Resources	Programs	Communication

Leadership

- 1.1 . Our organizational leadership ensures that the organization's mission and operations align with anti-oppression principles.
- 1.2. Our organizational leadership ensures that there is a cohesive vision among employees about anti-oppression principles.
- 1.3. Our organizational leadership practices excellent intercultural skills.
- 1.4. Decision-making is shared by a racially diverse group in the organization.
- 1.5. Decision-making is accountable to people of color and other people from marginalized populations.
- 1.6. Our organization continually develops leadership that uses anti-oppression practices.

Policies and Procedures

- 2.1 Our organization has a written commitment to address structural racism
- 2.2 Our organization has a written policy to use the viewpoints of people from marginalized racial groups to shape the operations of the organization.
- 2.3 Our organization has policies and procedures that promote anti-racist principles.
- 2.4 Our organization periodically reviews its policies and procedures to ensure the alignment with anti-racist principles.
- 2.5 Our organization includes a written intent or goal and explanation for all policies and procedures and the impact of these policies and procedures on the organization’s anti-racist principles.

Human Resources

- 3.1. Our organization effectively recruits, selects, develops, and retains people of color at all levels of the organization.
- 3.2. People of color are given opportunities to develop, advance, and share their talents in the organization.
- 3.3. Our organization actively uses mechanisms to bring forth the concerns of staff of color.
- 3.4. Our organization has an effective process for resolving concerns and complaints that may arise from staff members' experiences of unfair, inequitable or oppressive treatment in the course of their employment.
- 3.5. Employee evaluations include the application of anti-oppression principles as appropriate for each job classification.
- 3.6. Staff members receive training focused on an understanding of oppression, racism, and white culture and its impact on the individual and organization
- 3.7 Our organization communicates its human resource process clearly and protocols are made accessible to all.
- 3.8 Our organization has a process for promotions that reflects anti-oppression principles.
- 3.9 Salary and benefits options are considered through anti-oppression principles.

Programs

- 4.1. Organization programs actively invite and do not exclude-overtly or inadvertently-people of color.
- 4.2. Organization programs are designed to address structural racism.
- 4.3. Organization programs are accountable to people of color.
- 4.4. Our organization's internal and external products and services are informed by the ways that racism and other forms of oppression negatively affect people from marginalized groups
- 4.5. To empower people from marginalized populations, organizational programs work to ensure (1) that people of color have greater levels of control over their own lives; (2) that local leadership is encouraged and developed; and (3) that the most important issues of the local community are given priority.
- 4.6. Staff members apply anti-racism principles in their work.

Communication

- 5.1 Our organization's communications are racially-aware, not racially blind.
- 5.2 Our organization's communications demonstrate knowledge of and respect for people of color.
- 5.3 Our organization promotes a dialogue with staff and constituents about the meaning of anti-racist principles.
- 5.4 Our organization works to address racism and other forms of oppression through its communications.
- 5.5 Our organization continually communicates that it embraces anti-oppression principles and anti-racism protocols.
- 5.6. Our organization proactively works to include People of Color in the development of its communication approach.
- 5.7 Our organization intentionally embraces various forms of communication in support of a more inclusive working environment.

Purpose

This Policy was created to influence our behaviors and beliefs. By creating this Policy, we are putting a stake in the ground that we are working for a change and making a commitment to the continued work of becoming an anti-racist organization.

ANet's Anti-Racist Policy and Procedures

Each one of us is responsible for moving ANet towards being an **anti-racist organization**.

This personal responsibility requires us to:

- Participate in a clear system of support to dismantle and, along with our Anti-Harassment Policy, address systems and instances of institutional racism and other infringements of our **anti-oppression principles**. (*anti-racist standard 1.1: Our organizational leadership ensures that the organization's mission and operations align with anti-oppression principles as they exist within our organization.*)
- Identify, discuss, and challenge issues of bias and the impacts they have within our programs, leadership, policies, procedures, communications, and human resources. We will challenge ourselves to understand and correct the inequities we discover.

Doing this will ensure that our anti-racist standards and **core values** are lived out consistently within our work as individuals and organizationally.

Employees who influence partner decisions will also help partners **move** toward **equitable instruction** through an anti-racist lens as stated in ANet's **coach practices**. Some of these actions are already being implemented with partners and others we aspire to take action on as we learn more during the next three years.



These employees will support school and system leaders in:

- Deepening their belief that:
 - ALL students come with valuable knowledge and an innate ability to learn,
 - Educators must work actively to hold high expectations for ALL students, and
 - Educators must recognize and disrupt their own/others' biases, which can erode expectations for students.
- Building an instructional culture across classrooms and schools that is representative of all students' cultures and cultivates a growth mindset and culture of error.
- Grounding equitable instruction in principles of [anti-oppression](#) as supported by anti-racist standard 1.1.
- Increasing student agency and elevating student voice within their pursuit of equitable instruction.
- Fostering safe environments where ALL students shoulder the cognitive lift in their learning and share their developing thinking.
- Providing targeted opportunities to address unfinished learning/teaching to make grade-level instruction accessible for ALL students.
- Engaging in targeted analyses of data and student work to enable teachers to adjust instruction and respond to student needs.
- Ensuring that diverse communities have equitable access to their services and resources and that they are included in decision-making, as noted in our [anti-oppression principles](#) and supported by anti-racist standard 1.1.

Collective Internal Actions

We collectively work towards our anti-racist organizational standards internally by:

Individually

1. Ensuring that our conduct feels welcoming and respectful to people of diverse backgrounds.
2. Being open to feedback and accountability for our own actions and how they impact others.
3. Learning and practicing our core values and anti-racist standards for personal growth and organizational impact.
4. Holding our colleagues and ourselves accountable to our collective internal actions through our [equity literacy skills](#).
5. Abiding by the Anti-Harassment Policy. *Employees with issues related to potential harassment should contact our Vice President of Talent or our General Counsel immediately as per our Anti-Harassment Policy.*

As an Organization

We are all responsible for recognizing the potential in people and ideas, and have the courage to develop that potential

1. Continuing to proactively recruit, hire, and promote the leadership of diverse employees who reflect the communities we serve at all levels of our organization, including senior leadership and the board of directors.
2. Continuing to implement programs and development opportunities that enrich and educate all staff on anti-racism, such as Change Team, Affinity Groups, Learning Together, mentorship programs, and more.
3. Using the anti-racist standards as a lens when shaping organizational priorities and as an accountability tool when assessing progress towards those priorities.
4. Regularly assessing and monitoring the impact of ANet's anti-racist standards to set priorities.
5. Ensuring that implicit and explicit biases, white privilege, and white dominant culture within our organizational culture, structure, and policies are named and addressed.
6. Ensuring that decision-making is shared with and accountable to people of color and other

people from marginalized populations.

7. Practicing strong intercultural skills and emotional intelligence per our anti-racist standards.
8. Ensuring that team anti-racist priorities include anti-racist development and explicit connections to the function of the team, as well as the partners and communities we serve.
9. Ensuring that the ANet maintains as part of its organizational structure a function, such as the Anti-Racist Organizational Change Team, and that its members are supported to provide leadership and momentum around anti-racist organizational development.

All teams

What is expected of your team:

1. Regularly attending Learning Together because anti-racist development is not easy learning and requires significant investment.
2. Setting aside 60 minutes per month for Learning Together pre-work.
3. Attending org-wide make-up sessions when you cannot attend your group's Learning Together conversation.
4. Continuing learning, reflection, and development towards anti-racism on at least a quarterly basis in your teams.

What your team can expect from the organization and the Anti-Racism & Culture (ARC) team:

Equity & Anti- Oppression

Office of the CEO

The Equity and Anti-Oppression team defines, sets a vision for, and operationalizes embedding educational and institutional equity, anti-racism, and anti-oppression internally and externally to improve our organizational culture and better serve students in our partner schools and systems.

1. Continuing to prioritize educational and institutional equity, marginalized students, and anti-racism in our mission and org-wide focuses to illuminate and learn from instances of racism and bias.
2. Ensuring that pre-work is given 2-3 weeks in advance and establishing a flexible block of time for all employees to complete it.
3. Sharing regular attendance data by team and supporting managers with follow-up conversations in order to better understand and overcome barriers to attendance.



Optional Opportunities to Further your Development

Resources and support will also be provided by the ARC team, who will provide wrap-around, individualized support for teams. The ARC team will continuously update resources and opportunities available for learning and development, including these current resources and opportunities available now:

- ARC resources and learning modules for team and individual use
- Equity and anti-racism book studies
- ARC support for team building
- Learning Together groups and facilitators
- Affinity groups

Our grounding principles:

- Notice reacting versus responding
- Choose [daring leadership](#) versus armored leadership
- Anchor in the most enduring learning
- Leverage the wisdom and expertise of the communities we serve
- Notice [adaptive vs. technical](#) change contexts
- Choose [change leadership](#) vs change management

Collective External Commitments with the Partners We Serve

We, individually and together as an organization, will work towards living out our anti-racist standards by taking external actions that move toward these commitments, including:

1. Asserting that our collective commitment extends to work with external partners by providing space and time to engage in challenging dialogue and take strategic action that raises the profile of inequity within systems we serve. Given the stark reality that racism and bias exists within our society, we commit to acknowledging structural inequities that persist in our partner systems and schools.
2. Prioritizing and advocating for the eradication of racist and oppressive systems and structures throughout the educational landscape by building culture, practices, and leadership skills that guarantee equitable instruction for all students, especially students living in poverty, students from racially marginalized communities, students with learning differences, and students who are multilingual emergent.
3. Emphasizing that our educational system is the product of a complex and interconnected history of racism and bias, and that instruction and learning can be strengthened through an awareness of institutional racism and its effects. Using instructional leadership coaching as a key lever for change, we will recognize and respond to barriers to equitable instruction with strategic implementation of ANet's recommended resources for addressing inequities. Example areas of inequities include, but are not limited to, school policy, leadership, and management; discipline and suspension; students' personal development and progress; staff recruitment, training, and professional development; student advocacy and well being; awareness of trauma; and coaching across differences.
4. Promoting leadership within organizational teams to ensure the inclusion of people of color and people from marginalized communities in external products, marketing, and operations. Key organizational functions, for both partner and non-partner facing teams, must be designed to address structural inequities, ensuring that racism does not compromise our interdependent teams nor go unaddressed within key departments. Our organization's products and services must be informed by the ways that racism and other



forms of oppression negatively affect people from marginalized groups. Therefore, the structures and modes for organizational communications are racially-aware, not racially blind, and demonstrate knowledge of and respect for people of color and people from marginalized communities.



FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools*

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"

AND ADDRESSED TO:

Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042

PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020

Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name The Best Man Company, LLC	Authorized Person Jesse W. Jackson III
Address P.O. Box 9082	Signature <i>Jesse W. Jackson III</i>
City, State, Zip Surprise, AZ 85374	Title Consultant & Managing Partner
Tax ID# 27-0306583	Phone: 248-842-5041
Entity Type: Limited Liability Company	Email: info@bestmancompany.com

Vendor Profile



The Best Man Company, LLC is a professional development company that specializes in training resources for schools to address student trauma, race and cultural issues, and COVID-19 school re-entry trauma, and to foster better student-teacher relationships and improve students' behavior and academic performance.

We provide onsite and virtual trainings, books, school executive coaching and consulting, and professional development training for all K-12 school staff, administrators, school board members, students, and parents.

The Best Man Company, LLC's mission is to support schools in graduating students and producing taxpaying citizens.

The Best Man Company's Goals

- Increase student achievement and high school graduation rates.
- Help students discover the life paths that match their skill sets.
- Help students, parents, and professionals recover from life trauma and emotional setbacks and repair their family relationships.
- Provide professional development training for staff members and parents who work with at-risk students

The Best Man Company, LLC has provided professional development training throughout the nation since 2007.

The Best Man Company, LLC

P.O. Box 9082

Surprise, AZ 85374

Contact: Jesse W. Jackson III

Office: 248-842-5041

Fax: 888-215-6481

Email: info@bestmancompany.com

Trainer Bio



Dr. Jesse W. Jackson III is an internationally recognized school executive coach and trainer who specializes in at-risk student achievement and in changing organizational culture.

Dr. Jackson has been in private practice since 1998 and is currently one of the most requested staff-development trainers in the United States on the topics of negative student behavior, staff problems, and decisive workplace leadership. His organization has trained thousands of professional staff members, parents, and students worldwide. As a keynote speaker, seminar leader, coach, and professional counselor, Dr. Jackson addresses more than 300,000 people each year.

He has written seventy books, several of which have become international bestsellers, including *The Best Man; Daddy Issues: Why Fathers Are Important; College or Prison: The Male Crisis of the 21st Century; "Don't Kick Them Out!"; Suspension Is not an Option! Closing the Poverty Gap!; How to Help and Teach Students Who Experience Trauma; How to Prevent Educator Burnout; and Success or Failure: Leaders Are the Difference.*

Dr. Jackson has visited and trained staff at more than 1,300 schools throughout the United States, establishing a reputation as a difference-making game-changer for the organizations he has worked with. Schools that partner with Dr. Jackson commonly see lower suspension rates, higher graduation rates, improved standardized test scores, better student-teacher relationships, and more productive staff performance.

During the covid-19 pandemic and school crisis, Dr. Jackson has become one of the most trusted sources for school leadership by developing the Covid-19 School Re-Entry Process Training Program, which more than 200 schools and districts have used to provide an emotionally safe blueprint for returning staff and students.

Dr. Jackson continues to travel weekly throughout the United States, providing students with hope and options, giving parents confidence and teachers clarity, and offering school leaders an irrefutable blueprint for school success. Recently, Dr. Jackson has developed the Culture Awareness Institute to provide guidance for teachers and staff to address the issue of race in their school.

In addition, Dr. Jackson has developed the *New Teacher Orientation* training program in order to better prepare teachers for the Non-Suspension Era and the realities of teaching in impoverished school environments. The program focuses on running the classroom; preventing teacher burnout; and managing workplace relationships with coworkers and family members.

Dr. Jackson's goal is to equip one million educators with the necessary social and emotional life skills required to teach and meet the growing needs of today's students.

Dr. Jackson's Highlights:

- Dr. Jackson is a nationally recognized educational consultant in the area of at-risk student graduation and learning practices.
- As a keynote speaker, seminar leader, and licensed professional counselor, Dr. Jackson has addressed over 500,000 people in his career.
- Dr. Jackson has given over 200 successful trainings on race and diversity issues in the workplace.
- Dr. Jackson has conducted professional development training in 43 U.S. states.

- Dr. Jackson conducts over 200 in-house training programs and keynote events per year.
- Dr. Jackson is a practicing licensed counselor. Dr. Jackson has been in private practice since 1998.
- Through his counseling program, Dr. Jackson directly supports over 1,000 clients per month with some form of counseling services.
- Dr. Jackson has authored sixty books, eleven of which have become international bestsellers, including the male development classics *The Best Man*, *College or Prison: The Male Crisis of the 21st Century*, *Can We Keep Black Boys Out of Prison?*, *Educators and Marriage*, and *Success or Failure: Leaders are the Difference*.
- Dr. Jackson has had over 400,000 readers of his books worldwide.

Dr. Jackson has been the full-time managing partner of The Best Man Company, LLC since 2011.

Dr. Jackson will be the sole trainer on this project.

List of Clients with Two or More Culturally Responsive Trainings or Keynote Sessions Since 2015

District or School	# Attendees	Time Frame
1. Tensas Parish, Tensas, LA	85	2019 to current
2. Plainfield School District, Plainfield, NJ	750	2019 to current
3. East Baton Rouge Parish Schools, Baton Rouge, LA	65	2019 to current
4. Wayne County Public School, Dudley, NC	90	2020 to current
5. Urban Pathways 6-12 Charter School, Pittsburgh, PA	15	2020 to current
6. St. Anthony Charter School, Dallas, TX	55	2020 to current
7. Madison Parish Schools, Tallulah, LA	135	2019 to current
8. Akron Prep Academy, Akron, OH	55	2020 to current
9. Carlinville ISD, Carlinville, IL	75	2019 to current
10. Zion 6 School District, Zion, IL	20	2019 to current
11. Educational Empowerment Group, Akron, Oh	450	2017 to current
12. Lima Alternative School, Lima, Oh	10	2018 to current
13. East Elementary, Zion, Il	35	2018 to current
14. Mt. Vernon Twp High School, Mt. Vernon Il.	935	2019 to current
15. Elijah Stroud Middle School, Brooklyn, Ny,	25	2018 to current
16. District 14 (Brooklyn, NY) Principals Training	35	2019 to current
17. Odin Public Schools, Odin, Il	45	2019 to current
18. Estl189, East St. Louis, Mo	118	2018 to current
19. Natchitoches Parish School Board, Natchitoches, La	250	2019 to current
20. Granite City Cusd #9 Granite City, Il	215	2018 to current
21. Sparta District 140, Sparta, Il	100	2018 to current
22. Dallas ISD, Dallas, TX (Back To School Convocation)	1500	2019
23. Petersburg School District, Petersburg, VA	375	2020
24. Douglas USD, Douglas, AZ	135	2020
25. John Ericsson Middle School 126	65	2020
26. Quincy Public Schools, Quincy, Il	740	2018
27. Roe #40 Conference	550	2017-20
28. Hb Wilson Elementary School, Camden, Nj	95	2017 to current
29. Graduate Arkansas. Little Rock. AR	12	2015 to current

30. Lima City Schools (Alternative School)	10	2018 to current
31. Ohio Council Of Community Schools, Toledo, OH	175	2016 to current
32. Dorchester County Public Schools, Cambridge, Md	650	2017 to current
33. Collinsville Cusd #10 , Collinsville, Il	450	2018
34. Zion Central Middle School, Zion, Il	65	2018
35. Edinburg Schools, Edinburg, Il	75	2018
36. Rockledge High School, Rockledge, Fl	105	2018
37. Roe #3 Professional Development Center, Vandalia, Il	58	2018
38. Hornsby-Dunlap Elementary School, Austin, Tx	70	2019
39. Union Parish High School, Farmerville, La	85	2017-18
40. Hearne Elementary, Houston, Tx	82	2018
41. Edison Prek-6,Dayton, OH	35	2018
42. Cocoa High School, Cocoa, Fl	70	2018-20
43. Holmquist Elementary, Houston, Tx	115	2018-19
44. Newport News Public Schools., Newport News, Va	65	2018-19
45. Wheatley Education Campus, Washington, Dc	55	2018
46. Grady County Schools, Cairo, Ga	165	2018-19
47. Canyons School District, Sandy, Utah	115	2018
48. Centralia City School District, Centralia, Il	95	2017-18
49. Union Parish Elementary School, Farmerville, La	75	2017-18
50. Valerie Elementary School, Dayton, Oh	45	2017-18
51. Miller Intermediate School, Houston, Tx	105	2017-18
52. Henrico County Schools, Richmond, Va	145	2017-18
53. Life Skills Arizona, Colorado, Ohio (Various Location)	35	2017-18
54. S S Conner Elementary School, Dallas, Tx	65	2017-18
55. Maceo New Tech High School, Dallas, Tx	95	2017
56. Z.E.C.A. Arts & Technology, Jacksonville, Nc	25	2017 to 2020
57. Southwest Isd, San Antonio, Tx	135	2017
58. Rise Academy, Lubbock, Tx	55	2017
59. East Alton Elementary School District #13, East Alton, Il	45	2017
60. Union Parish High School, Farmerville, La	60	2017
61. East Alton-Wood River High School, Wood River, Il	27	2017
62. Sheldon High School, Eugene, Oregon	85	2017
63. Seymour Community Schools, Seymour, Ind	425	2017
64. Seeworth Academy, Oklahoma City, Ok	105	2017
65. Shelby Traditional Academy, Louisville, Ky	85	2017
66. Mcusd185, Macomb, Il	72	2017
67. P.S. 059 William Floyd, Brooklyn, Ny 11206	55	2017
68. Cleveland School District (Ms), Cleveland, Ms	215	2017
69. Port Jervis Middle School, Port Jervis, Ny	85	2017
70. Lamar Elementary School, Midland, Tx	25	2017
71. Morehouse Parish School District, Bastrop, La	185	2017-19
72. Lima West Middle School, Lima, Oh	75	2015 to current
73. Citizen Academy, Cleveland, Oh	110	2016-17
74. Snook Isd, Snook, Texas	50	2016-17

75. McClellan High School, Little Rock, Arkansas	94	2017
76. Henderson Middle School, Little Rock, Arkansas	63	2016-17
77. Northwest Community High School, Indianapolis, In	107	2015-17
78. Charles Sumner Elementary School, Camden, Nj	80	2017
79. Accelerating Campus Excellence (Ace) Elementary	45	2017
80. The Mathematics, Civics And Sciences Charter School, Philadelphia, PA	125	2016
81. Marty Indian School, Marty, Sd	65	2016
82. Wildwood Environmental Academy, Toledo, Oh	45	2016
83. Northpointe Academy, Toledo, Oh	35	2016-17
84. P.S. Q023 @ Queens Children Center, Queens, Ny	65	2016
85. Northeast Ohio College Preparatory High School, Cleveland, Oh	43	2016
86. K.B. Polk Vanguard Center For Academically Talented And Gifted, Dallas, TX	70	2016
87. N.W. Harlee Elementary School, Dallas, TX	30	2016-19
88. Grand Rapids Public Schools, Grand Rapids, Mi	350	2013-16
89. The Regional Office Of Education #3, In Cooperation With Regional Office Of Education #41 And Regional Office Of Education #26 (Edwardsville, IL)	400	2016-19
90. Goliad Elementary Big Spring, Tx	75	2016
91. Carbondale Community High School District 165, Carbondale, Illinois	115	2016
92. Lehigh Senior High, Fort Meyers Public Schools, Lehigh Acres, Fl	135	2016
93. Detroit Community Schools (Dcs), Detroit, Mi	85	2016
94. Regent Park Scholars, National Heritage Academies, Detroit, Mi	50	2016
95. Sara Scott Harlee Middle School, Bradenton, Fl, Manatee County Schools	65	2016-17
96. Dallas Isd (Behavior Training), Dallas, Tx	350	2016
97. Rapides Parish Schools (Phs), Pineville, La	145	2016
98. P.S. 059 William Floyd, Brooklyn, NY (NYC Department Of Education)		2016
99. Wings Academy High School, Bronx , NY (NYC Department Of Education)	75	2016
100. Vena Stuart Elementary School, Gallatin, Tn	75	2016
101. Monroe/Randolph Regional Office Of Education #45, Sparta, IL	65	2016
102. Keynote Speaker/Virginia Department Of Juvenile Justice, Richmond, VA	750	2016
103. P.S. 034 Franklin D. Roosevelt (NYC Department Of Education) Manhattan, NY	95	2016
104. Keynote Speaker/Professional Development Trainer, Virginia Dept. Of Criminal Justice Services, Richmond, VA	125	2016

105.	Lima Public Schools (Districtwide), Lima, Oh	500	2015-16
106.	Merrick Academy, Queens Bridge, Ny	65	2015-16
107.	Jo Nelson Middle School, Santa Rosa, Tx	45	2015-18
108.	Keynote Speaker/Virginia Department Of Education, Richmond, VA	175	2015-16

Program Implementation & Course Outline

The Best Man Company, LLC's CULTURAL AWARENESS INSTITUTE

Helping Teachers Better Understand Race Issues That Affect Their Students

Our objectives in this training program are:

- To help educators increase their understanding of cultural differences and diversity
- To remove race as barrier to instruction and student achievement
- To correct thinking errors that encourage biases and destructive social behavior in our schools
- To help educators improve their communication and learning approaches to black students
- To reduce the incidence of racial conflict in the organization

Closing The Race Gap! How To Help White Teachers Better Understand Race Issues That Affect Their Black Students (Identify Proactive Race-Management Strategies That Decrease Negative Situations, And Develop A Healthy And Positive Race-Relation Environment) (5 Part Series)

In 2020, after years of debate and discussion, it is very clear that race still matters. The field of education has a responsibility to lead the way in destroying the toxic spirit of racism. In the field of education, we have an advantage because we can teach and share ideas that advance the issue of race. This occurs only with awareness and understanding and requires that people hear and recognize the views of others.

In this groundbreaking training, we will teach our participants some very important tools and strategies that encourage a more forward view and understanding of how to best approach the issue when working and talking with students. This training will teach educators:

- how to appropriately and successfully address the issue of race in a school;
- how to understand the differences between race issues and social-class issues and why not to compare the two;
- how to gain a better understanding of police brutality and the issue of race;
- how to examine our personal bias
- what things to say and not to say;
- what things to do and not to do if you desire to improve the situation;
- what to do when someone calls you a racist;

This training will help create an environment in which educators can learn and better understand critical issues concerning racial differences.

Three Year Plan To Support Schools And Continue The Work Around Social Justice.

The courses that we will be offering over the next three years for staff will be:

- **“Last Chance!” The Accurate Approach To Teaching Black Students!**
- **“Don’t Kick Them Out” How to Manage And Address Negative Program Behavior Problems of Black Students**
- **“Who Is In Control?” The Pillars of 21st Century Classroom Management: How To Create A Powerful Learning Environment With Black Children**
- **Poor Black Kids Can Learn Too! How To Address The Poverty And Social & Emotional Learning Challenges Of Black Students**
- **How To Improve The Attendance Of 21st Century Title I Students & Parents**
- **"The Welfare System In The Classroom", Increasing Diversity & Understanding of Poverty's Effect On Black Students**
- **White Teachers, Black Students! How To Improve Our Communication, Cultural Competency And Learning Approaches For Black Students**
- **12 Steps To Improve Your Special Education Program For Black Males**
- **The New Troubled Population: Black Girls! “Don’t Kick Her Out!” Why Black Girls Are Increasing In Negative Behavior! How to Manage & Address Negative Trends (*Fighting, Disruptive Classroom Conduct, Bad Attitudes & Sexually Acting Out*) of Black Female Student**
- **How To Improve The Attendance & Test Scores Of 21st Century Black Students & Parents**
- **How to motivate and develop healthy behavior patterns in at-risk students**
- **How to improve Student & Teachers Relationships**

Days of training: 5

Presentation Time: 2 HR (per session)





Room Layout: On Campus or in ZOOM/ Virtual Training Room

Anticipated Audience: Cap Limit is 1500 to 2600

All sessions are facilitated by Dr. Jesse W. Jackson III.

Additional Resources
The Best Man Company, LLC
School & District Improvement
2020-21 Professional Services & Resources

Staff Book List (All books are by Dr. Jackson)

Book Title		Cost
Closing The Race Gap! How An Educator Can Appropriately Address The Issue Of Race In A School Workplace Environment		\$15.00
Closing The Poverty Gap! (2020)		\$15.00
White Teachers, Black Students! How To Improve Our Communication, Cultural Awareness And Learning Approaches For Black Students & Parents (2014)		\$10.00
Don't Kick Them Out! Why African American & Latino Students Frequently Get Suspended 7 Steps to Address Negative Classroom Behavior and Avoid School Suspensions (2014)		\$16.95

Each training includes 50 books for participants.
 Additional copies can be purchased at a discounted rate.
 Order online at: www.plantaseedmedia.com

Proposed Fee Structure

Service Fee

- **Dr. Jesse W. Jackson III will provide five trainings for all staff and administration.**
- **Each training visit/ session includes 50 copies of *Closing The Race Gap: How An Educator Can Appropriately Address The Issue Of Race In A School Workplace Environment* for staff.**

Optional

- **Closing The Race Gap: How An Educator Can Appropriately Address The Issue Of Race In A School Workplace Environment. This book can be purchased in increments of 50 books for staff at \$750.00.**

The total service fee is outlined below.

Month	One Day Cost
August 14, 2020 (District-wide Cultural Awareness Staff Institute)	\$6,500.00 (August Back to School Rate)
November 3, 2020 (District-wide Cultural Awareness Staff Institute)	<u>\$5,500.00</u>
December 18, 2020 (District-wide Cultural Awareness Staff Institute)	<u>\$5,500.00</u>
February 12, 2021 (District-wide Cultural Awareness Staff Institute)	<u>\$5,500.00</u>
April 2, 2021 (District-wide Cultural Awareness Staff Institute)	<u>\$5,500.00</u>
Total	<u>\$28,500.00</u>

Virtual Training and Meeting Sessions

In the event the training session must be done virtually, the cost remains the same as identified above and Ferguson-Florissant School District has exclusive rights to the training session.



**FERGUSON-FLOISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for Social Justice Training**

NOTICE

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* training as described in the attached request. Qualified organizations (Respondent) are invited to submit electronic proposals as described herein.

PROPOSAL SHALL BE LABELED:

"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"

AND ADDRESSED TO:

**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042-2212**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

**General District Information:
www.fergflor.org**

**FERGUSON-FLORISSANT SCHOOL DISTRICT
REQUEST FOR PROPOSAL
Professional Development for *Social Justice for Anti-Racist Schools***

CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

**PROPOSALS SHALL BE LABELED
"PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"**

AND ADDRESSED TO:

**Liz Davenport, Executive Director of Professional Learning
Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042**

**PROPOSAL MUST BE RECEIVED BY:
2:00pm, Friday, July 24, 2020**

**Questions may be directed to Liz Davenport
Phone: 314-824-2054
Email: edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District.

The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name The Best Man Company, LLC	Authorized Person Jesse W. Jackson III
--	--

Address P.O. Box 9082	Signature Jesse W. Jackson III
City, State, Zip Surprise, AZ 85374	Title Consultant & Managing Partner
Tax ID# 27-0306583	Phone: 248-842-5041
Entity Type: Limited Liability Company	Email: info@bestmancompany.com

PART I: INTRODUCTION AND PROCESS

1. PURPOSE

Professional Development for *Social Justice for Anti-Racist Schools*. Duration of the agreement shall be for one year, beginning August 14, 2020 through June 30, 2021.

2. INFORMATION AND CLARIFICATION ABOUT THE DISTRICT

Schools

Pre-K- 2 nd Grade Schools	7
Elementary Schools (Grades 3-5)	6
6 th Grade Centers	2
Middle Schools (Grade 7-8)	2
Comprehensive High Schools	2
STEAM Middle School (Grades 6-8)	1
STEAM High School (Grades 9-12)	1
Innovation School	1
Alternative Program	1

Enrollment- May 2020

Elementary	5620
Middle School	1583
High School	2495

3. SCOPE OF SERVICES

Through this RFP, the District is seeking to obtain proposals from qualified and experienced persons, organizations, companies or firms to provide Professional Development trainings for

6. REVIEW PROCESS

Following the submittal deadline, the selection committee shall evaluate the proposals. The period of evaluation of the proposals may be extended.

Selection of a firm is anticipated to be at the regular meeting of the Board of Education on Wednesday, August 12, 2020.

PART II: INSTRUCTIONS TO RESPONDENTS

1. QUALIFICATIONS

In addition to the signed Certification Form, the following information shall be included in the proposal:

- A. Basic Information:
 - Name of organization
 - Size and organization of the company
 - Direct mailing address
 - Overview of organization history

- B Vendor Personnel Profile:
 - A list of specific individuals who will be working with the District Individual qualifications

- C Vendor Experience Profile:
 - Description of the vendor's experience in cultural responsive training

- D. References:
 - Include contact name and email address or telephone number
 - List of districts within the last five years for which the vendor has provided service, indicate whether any of the districts have ceased their relationship with the vendor, the staff who was primarily responsible for that district, and a brief explanation why the relationship was terminated.

- E. Proposed Fee Structure:
 - A proposed fee structure for the performance of professional development/training services
 - Billing rates with distinction in rates for staff, associates or assistants. Costs for additional expenses (Such as travel

costs, materials, reimbursable)

- F. Felony Conviction Notification Form
- G. Federal Work Authorization Program (E-Verify) Addendum
- H. Federal Work Authorization Program Affidavit

2. SUBMITTING A RESPONSE

In submitting a proposal, the Respondent agrees to provide the services outlined in the proposal according to the fee structure enumerated in the same proposal. The successful Respondent will provide a Contract outlining the terms of the service.

The District reserves the right to terminate the relationship with the Respondents at any time and for any reason.

Commencement of services shall be as soon as possible after the District Board of Education approves the proposal with the successful Respondent.

The response shall follow the outline above and be concise. Failure to follow instructions may nullify the response from consideration. To be considered for selection, respondents should clearly limit responses to the specific criteria in the order listed. No joint responses (proposals) will be accepted by the District.

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name: Jesse Jackson III

Vendor Address: Po Box 80773, Rochester Hills, MI 48308

Vendor E-mail Address: info@bestmancompany.com

Vendor Telephone: 248-842-5041 Fax Number: 888-215-6481

Authorized Company Official's Name: Jesse Jackson III
(Printed)
Signature of Company Official: Jesse Jackson III

Date: 7/20/20

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: **Jesse W. Jackson III** _____(signature)

Printed Name and Title: Jesse Jackson III, Consultant & Managing Partner

For and on behalf of: The Best Man Company, LLC
(company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, **Jesse Jackson III**, being of legal age and having been duly sworn upon my oath, state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.
2. I am employed by **The Best Man Company, LLC** (hereinafter "Company") and have

authority to issue this affidavit on its behalf

- 3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.
- 4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services the Company is providing to, or will provide to, the District. FURTHER

AFFIANT SAYETH NOT.

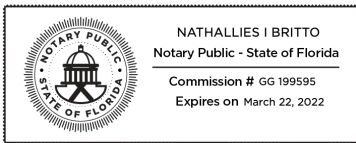
Jesse Jackson III

By: **Jesse W. Jackson III** (individual signature)

For The Best Man Company, LLC _____(company name)

Title: Managing Partner

Subscribed and sworn to before me on this 24 day of July, 2020 .



Nathallies I Britto

GG 199595

NOTARY PUBLIC Nathallies I Britto

My commission expires: 03/22/2022

Florida miami-dade

Notarized online using audio-video communication

PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS

1. SCOPE:

The following terms and conditions shall govern the submission of proposals and subsequent contracts.

2. DEFINITIONS AS USED HEREIN:

The term "request for proposal" or RFP means a solicitation of a formal, sealed proposal. The term "respondent" or "firm" means the person or entity submitting a formal sealed proposal.

The term "District" means Ferguson-Florissant School District.

The term "School Board" means the governing body of the District.

The term "contractor" means the respondent awarded a contract under this proposal.

3. COMPLETING PROPOSAL:

All information must be legible. Any and all corrections and/or erasures must be initialed. Each proposal must be signed in ink by an authorized representative of the respondent and required information must be provided. The contents of the proposal submitted by the successful respondent will become a part of any contract award as a result of this solicitation.

4. REQUEST FOR INFORMATION:

Any requests for clarification of additional information deemed necessary by any respondent to present a proper proposal shall be made in accordance with the timeline. All requests will be responded to in writing by the District in the form of an addendum addressed to all prospective respondents. Verbal responses and/or representations shall not be binding on the District.

5. CONFIDENTIALITY OF PROPOSAL INFORMATION:

All proposals and supporting documents will remain confidential until a final contract has been executed. All responses become the property of Ferguson-Florissant School District and will be part of public record.

6. SUBMISSION OF PROPOSAL:

Proposals are to be sealed and submitted prior to the date and time indicated on the Certification Form. At such time, all proposals received will be formally opened. The opening will consist of only the name and address recording of respondents. Proposals received after the date and time indicated on the Certification Form shall not be considered. Proposals may be withdrawn or modified in writing prior to the proposal submission deadline. Proposals that are resubmitted or modified must be sealed and submitted prior to the proposal submission deadline. Each respondent may submit only one (1) response to this proposal.

7. NEGOTIATION:

The District reserves the right to negotiate any and all elements of this proposal. The District will attempt to negotiate and contract for services described in this solicitation with the most qualified firm(s). If an agreement cannot be reached, there will be an attempt to negotiate a contract with the next most qualified firm(s). This process will continue until an agreement is reached.

8. TERMINATION:

Subject to the provisions below, any contract derived from this Request For Proposal may be terminated by either party upon thirty (30) days advance written notice to the other party; but if any work or service hereunder is in progress, but not completed as of the date of termination, then said contract may be extended upon written approval of the District until said work or services are completed and accepted.

a. TERMINATION FOR CONVENIENCE

- i. In the event that the contract is terminated or cancelled upon request and for the convenience of the District, without the required thirty (30) days advance written notice, then the District shall negotiate reasonable termination costs, if applicable.

b. TERMINATION FOR CAUSE

- i. Termination by the District for cause, default or negligence on the part of the contractor shall be excluded from the foregoing provision; termination costs,

if any, shall not apply. The thirty (30) days advance notice requirement is waived in the event of Termination for Cause.

c. TERMINATION DUE TO UNAVAILABILITY OF FUNDS

- i. When funds are not appropriated or otherwise made available to support continuation of performance in a subsequent fiscal year, the contract shall be cancelled and the contractor shall be reimbursed for the reasonable value of any nonrecurring costs incurred but not amortized in the price of the supplies or services delivered under the contract.

9. TAX EXEMPTION:

The District and its Agencies are exempt from State and local sales taxes. Sites of all transactions derived from this proposal shall be deemed to have been accomplished within the State of Missouri.

10. SAFETY:

All practices, materials, supplies, and equipment shall comply with the Federal Occupational Safety and Health Act, as well as any pertinent Federal, State and/or local safety or environmental codes.

11. RIGHTS RESERVED:

The District reserves the right to reject any or all proposals, to waive any minor informality or irregularity in any proposal, and to make award to the response deemed to be most advantageous to the District. The District reserves the right to use the services of multiple firms.

12. RESPONDENT PROHIBITED:

Respondents are prohibited from assigning, transferring, conveying, subletting, or otherwise disposing of this proposal or any resultant agreement or its rights, title, or interest therein or its power to execute such agreement to any other person, company or corporation without the previous written approval of the District.

13. DISCLAIMER OF LIABILITY:

The District, or any of its agencies, will not hold harmless or indemnify any respondent for any liability whatsoever.

14. HOLD HARMLESS:

- a. The contractor shall agree to protect, defend, indemnify, and hold the School Board, Ferguson-Florissant School District, its officers, commissions, employees and agents free and harmless from and against any and all losses, penalties, damages, settlements, costs, charges, professional fees or other expenses or liabilities of every kind and character resulting from the error, omission or negligent act of the contractor, its agents, employees or representatives, in the performance of the contractor's duties under any agreement resulting from award of this proposal.

15. LAW GOVERNING:

- a. All contractual agreements shall be subject to, governed by, and construed according to the laws of the State of Missouri.

16. ANTI-DISCRIMINATION CLAUSE:

- a. No respondent of this request shall in any way, directly or indirectly discriminate against any person because of age, race, color, handicap, sex, national origin, or religious creed.

17. CONFLICT OF INTEREST:

- a. The successful respondent shall not have conflicts of interest as to revenues derived from the results of tests or recommendations made on behalf of the firm. No salaried officer or employee of the District and no member of the School Board shall have a financial interest, direct or indirect, in this contract. A violation of this provision renders the contract void. The Contractor further covenants that in the performance of this contract no person having such interest shall be employed to work on this project. Ref: Policy 4036

18. INSURANCE:

- a. The contractor shall be required to maintain and carry in force, for the duration of the contract, insurance coverage of the types and minimum liability as set forth below:
- b. PROFESSIONAL LIABILITY
 - i. Professional liability insurance protection must be carried by the contractor, for the duration of the contract, in the minimum amount of \$1,000,000.00 each claim/\$ 1,000,000.00 aggregate, including errors and/or omissions.
- c. COMMERCIAL GENERAL LIABILITY
 - i. Limits:
 - ii. Each Occurrence: \$ 1,000,000
 - iii. Personal & Advertising Injury: \$ 1,000,000
 - iv. Products/Completed Operations Aggregate: \$ 2,000,000
 - v. General Aggregate: \$ 2,000,000
 - vi. Policy must include the following conditions: Contractual Liability
 - vii. Independent Contractors
 - viii. Additional Insured: Ferguson-Florissant School District
- d. AUTOMOBILE LIABILITY
 - i. Policy shall protect the contractor against claims for bodily injury and/or property damage arising out of the ownership or use of any owned, hired and/or non-owned vehicle and must include protection for either:
 1. All owned autos; hired autos; and non-owned autos
 - ii. Limits of auto liability insurance shall be the same as required in the Commercial General Liability section **with the exception** of the District being named as additional insured.
- e. WORKERS' COMPENSATION
 - i. This insurance shall protect the contractor against all claims under applicable State Workers' Compensation Laws. The contractor shall also be protected against claims for injury, disease or death of employees which, for any reason, may not fall within the provisions of a Workers' Compensation Law. The policy limits shall not be less than the following:
 - ii. Workers' Compensation: Statutory
 - iii. Employees Liability:
 - iv. Bodily Injury by Accident: \$ 500,000 Each Accident

- v. Bodily Injury by Disease: \$ 500,000 Policy Limit
- vi. Bodily Injury by Disease: \$ 500,000 Each Employee

Before entering into contract, the successful respondent shall furnish to the District Purchasing Office a Certificate of Insurance verifying all of the foregoing coverage and identifying the District as an "additional insured" on both the general liability and automobile policies. This inclusion shall not make the District a partner or joint venture with the contract respondent in its operations hereunder.

Prior to any material change or cancellation, the District will be given thirty (30) days advance notice by registered mail to the stated address of the certificate holder. Further, the District will be immediately notified of any reduction or possible reduction in aggregate limits of any such policy where such reduction, when added to any previous reductions, would exceed 10% of the aggregate.

In the event of an occurrence, it is further agreed that any insurance maintained by the District, shall apply in excess of and not contribute with insurance provided by policies named in this contract. The certificate holder on the Certificate of Insurance shall be as follows:

**Ferguson-Florissant School District
8855 Dunn Road
Hazelwood, MO 63042-2212**

19. COSTS

All costs incurred in the preparation of the response to this request for proposal shall be the sole responsibility of the respondent.



**FERGUSON-FLORISSANT
SCHOOL DISTRICT**
One District United



ACHIEVEMENT NETWORK **Learning. Together.**



Advancing Equity. Together.

Agenda & Objectives

Agenda

- Review of Change Team Charge Update since Last Meeting
- Ground in Principles and Protocols for Anti-Oppression and Equity
- Consider Artifacts for Anti-Racism Standards and Begin to Discuss & Shape Ferg-Flor's
- Summarize, Reflect, and Close

Objectives

- Grounding in Purpose and Impact for for student change
- Norm Anti-racist foundations
- Understand the charge of the Change Team
- Share your perspectives towards Anti-racist Building Blocks





Our anti-racism and equity work is
grounded in
Compassion

Compassion is to suffer with another and to embody a tangible expression of love with those who are suffering.

Often confused with empathy, compassion has the added element of action.

With our Anti-Racism work, we compassionately build equitable relationships and systems to reduce racism and the suffering that results from it.

Welcome

Review of Purpose and Update on Progress

Thank you for serving:

Ferg-Flor Anti-Racist for Social Justice in Schools Change Team

Dr. Donna Paulette-Thurman
Jana Parker
Adrienne Bland
Liz Davenport
Kevin Hampton
Exley Warren
Jill Loyet
Eric Harris
Katy Chambers
Cedric Gerald

Dr. Courtney Graves
Cedric Gerald
Sean Joyce
Farhad Jadali
Malinda Ice
Jason Armstrong (Chief of Police)
Pamela Powell (Parent)
Jamilah Bracely (student)
Key'Mon Jenkins (student)
Leilani Billups (student)
Dr. Davis (Superintendent)

What is the Change Team for Anti-Racism in School for Social Justice?

The Change Team is a diverse and dynamic leadership body which champions the district work toward anti-racism.

The Change Team:

- Works as an **anti-racist community** that supports each other in responding to internal and external resistance to the work.
- **Provides momentum** around anti-racist organizational development for the district and community.
- **Sets a collective vision** toward anti-racist culture practices and procedures to guarantee equitable instruction for all students.
- **Prepares schools to engage** in anti-racist development by working to remove barriers that hold back the work.



Change Team Objectives for 2020-2021 School Year

Objective	Tentative Date and Time
Developing a Central Change Team and Preparing to Develop Anti-Racist Standards	11/12/20 2-4pm CT Pre-work Required.
Data and analysis meeting based on all org AR diagnostics	(12/4/20) 11am-1pm
Developing the Anti-Racist Standards	1/8/21, 2-4pm CT
Implementing the Anti-Racism Standards and Applying Change Leadership to Impact School Change	(1/29/21)2-4pm CT
Developing Outputs to Operationalize Anti-Racist Standards	(2/19/21)2-4pm CT
Developing Action Steps to Developing a Central Change TeamSupport Anti-Racist Strategy Outputs	(3/4/21) 2-4pm CT
Anti-Racism Desktop Audit: District Procedures and Practices	4/1/21 2-4pm CT

Remembering Definitions: Anti-racism and social justice

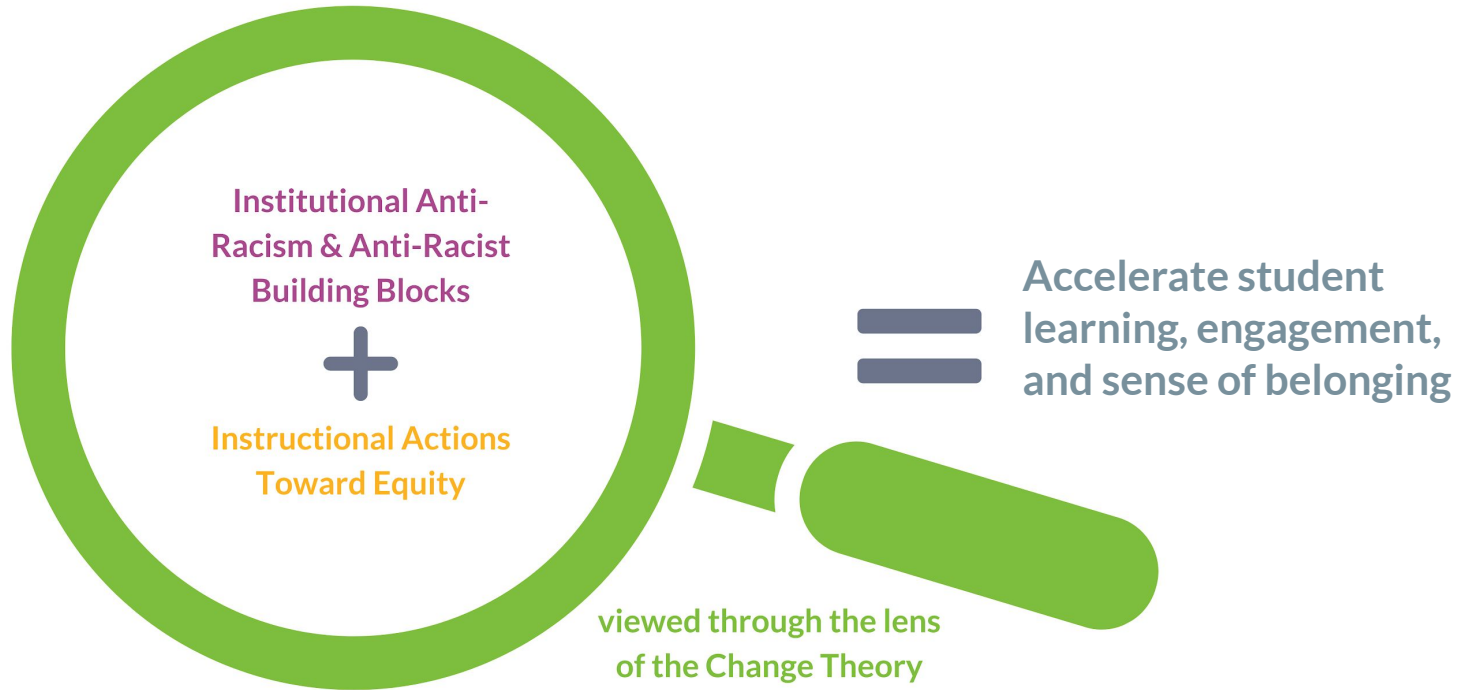
We view anti-racism as the **active process of identifying and eliminating racism** by changing systems, organizational structures, policies, practices and attitudes.

Anti-racism is an active way of seeing and being in the world, in order to transform it.

Because racism occurs at all levels and spheres of society (and can function to produce and maintain exclusionary "levels" and "spheres"), anti-racism education is necessary in all aspects of society.



Anti-racism in service of **equitable instruction** will lead to **improved learning, engagement, and sense of belonging** for all students, especially marginalized students



Institutional Anti-Racism

&

Anti-Racist Leadership Building Blocks Are the Foundation for Our Change Theory

Relational

Technical

anti-racist
mindsets,
attitudes &
behaviors:

processes,
structures,
procedures
& policies:

- creating AR strategy
- anti-oppression principles
- continuum to becoming an anti-racist org

- creating AR standards
- equity literacy skills
- Change Team

Team has process, structure, procedures and policies to respond and redress **resistance to institutional change**

Institutional skillset to **operationalize anti-racism** procedures

Change leadership and adaptive leadership models for disrupting the status quo

Willingness to be vulnerable, **self-aware**, reflective, courageous

Sense of urgency about the needs of marginalized students

Recognition of **psychological impact** of compounded racial trauma on the assaulted sense of self

Accomplishments & Progress

- Accomplished 1-1 device and connectivity: Equity and Access - even in the face of size
- Improved Communication- School to home/student
- Student Voice: Seeing empowerment of students speaking up;
- Secondary: Equity Lense to look at practices. Ci3T - growing into that more (SEL, Academic, Behavior- Teir 1 and 2)
- March after death for George Floyd: Coming together and growing more comfortable ot deal with issues of race. Gratitude about conversations. Vulnerable.
- March and Letter opened door to social justice conversations; standing agenda item on social justice monthly; AR book club input; seeing interest from teachers wanting to learn.
- Chief Armstrong: After Ferg 5 years ago- know seeing Chief fof Police involved in the March. Other healing and rebounding signs of being an example.
- Applying Equity Lens to Student Expectation Code...and gives hope of providing equity lens in all we do.
- Math Initiative: Active and energetic foundations at one school opening STEAM opportunities.
- Seeing more impact on sexism as demonstrated by our girls at the table
- Different feel in this approach of address race and euity in the district. Disirict has done a good job in past 10 year on diversity/differences. There is an undeniable focus on system. The system will change. There is a sense that this is differnt. Action oriented and deep.
- The signifcant-- overwhelming positive response from staff on what they can do next and on their appreciatioon.

Other Thoughts:

Ground in Principles of Anti-Oppression

Anti-oppression aims at addressing forms of structural oppression and has central tenets which are referred to as Anti-Oppression Principles:

1. Forms of oppression in society are structural—a central part of how society operates to the detriment of people from groups that are the target of oppression (marginalized populations). Forms of oppression are normalized and integral to society.
2. A critique of normative systems empowers people from marginalized populations.
3. Consciousness about race, gender, gender identity, sexual orientation, class,
 - a. ability, religion, and other cultural markers is imperative. By masking oppression, difference-blindness contributes to societal inequities.
4. Anti-oppression goals require the leadership and engagement of people from marginalized populations.
5. A critical examination of mainstream beliefs about what is “fair” is necessary to reveal how society uses race, gender, gender identity, sexual orientation, class, ability, religion, and other cultural markers to oppress people from marginalized populations.
6. To make change, the perspectives and lived experiences of people from marginalized populations must be brought to the center of discourse and prioritized.
7. Organizations and individuals must strive to address (undo) structural oppression, and in doing so, must be accountable to people from marginalized populations.

Artifact 1: Consider Sample Anti-Racist Standards

What are anti-racist standards?

Similar to educational standards, ANet's Anti-Racist Organizational Standards (AROS) represent the vision and goals that we will achieve as we move towards becoming [an anti-racist organization](#).

These standards will guide our work in the present and the future, serving as a framework for further longer-term, multi-year learning strategies that guide the district towards anti-racism.



Consider and Discuss a Sample: ANet's Anti-Racist Standards

This document shows examples of how an organization might formalize the behaviors, actions, and decisions to be true to anti-racism commitments. It helps ground the creation of procedures that anchor an organization in how one operates within anti-racist beliefs.

Anti Racist Organizational Standards

[Leadership](#) [Policies and Procedures](#) [Human Resources](#) [Programs](#) [Communication](#)



Artifact 2: Equity in standards for schooling

Read and Consider Protocols for School Equity

1. Policy, Leadership, and Management
2. Curriculum, Teaching, and Assessment
3. Discipline and Suspension
4. Students: Personal Development and Progress
5. Staff Recruitment, Training, and Professional Development

Whole Group Discussion:

What does it say to you? What does it mean for Ferguson and how does it apply?

How might these standards be adapted to anti-racist standards? Where might they fall short of anti-racism?

How can they be more specific to guide culture, leadership, instruction?



Pulling it all together and what's next

Closing Discussion

1. The categories for each of our artifacts we reviewed today are different. Which categories will be important to include in the Fergflor organizational standards?
2. What will anti-racist organizational standards help FergFlor to do?

Next Time we are together:

What are your top two categories that you would like to work on?

We will break off into groups corresponding to the categories of your standards, and you will work in those groups to develop the first draft of standards.



Ferguson-Florissant School District
BOARD AGENDA ITEM

2020-2021

Meeting Date 6/9/2021 Agenda Item: _____
Agenda Item Title: Social Justice for Anti-Racist Schools District Training
Action Requested: For Board Action
Program: Board of Education/Local
Strategic Plan Area: Highly Qualified Staff Approved By: _____

District Goal: Develop talent management by recruiting, training, engaging and retaining a highly qualified, diverse staff.

Descriptive Paragraph:

The Ferguson- Florissant Administrative team is seeking to continue to create a culture of anti-racist schools and enact equitable practices in order to allow all students access to high quality education. Administration asks to renew the contract with Achievemenet Network to:

- Explicitly connect antiracist tenets and practices with classroom instruction for all students.
- Explicitly address deficit thinking, practices, and mindsets that are fueled from implicit and explicit biases.

Person(s) responsible: Change Team

Number of employees: 2000

Number of students enrolled/participating in program: _____

Costs: (If Applicable) \$255,000

Funding Source: Title IIA

Objectives: create a culture of anti-racist schools and enact equitable practices in order to allow all students access to high quality education.

Evaluation Criteria: _____

Procedures used to evaluate the collected data:

Who collects the data? Cabinet

Who reports the data? Cabinet

Who analyzes the data? Cabinet

Types of data used to evaluate the overall goals and objectives of the program or service: APR, Student Surveys, Staff Surveys, NEE indicator trends

Strengths of the Program (for program reports only): _____

Plans for Improvement: _____

Improvements during the last two years: _____

Recommendation: _____

Request for Proposal Professional
Development for *Social*
Justice for Anti-Racist
Schools

Teacher Created Materials, Inc.
5301 Oceanus Drive Huntington Beach,
CA 92649 800.858.7339

July 24, 2020, 2:00 PM CST

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TAB A:
BASIC
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TAB A: BASIC INFORMATION

Thank you for the opportunity to submit Teacher Created Materials' (TCM) qualifications as providers of Professional Development for Social Justice for Anti-Racist Schools for use by Ferguson-Florissant School District (herein referred to as the District). The professional learning and coaching support options TCM is proposing encompass all the specifications set forth in RFP: Professional Development for Social Justice for Anti-Racist Schools by the District.

For over 40 years TCM has published innovative, imaginative, and award-winning resources for teachers and students in all subjects for Grades K-12. Our driving vision is to Create a

World in which Children Love to Learn! TCM began in 1977 when Founder and CEO Rachelle Cracchiolo wrote her first book, *Quick Fun Art*, with a fellow teacher. TCM continued to expand its product line, always using the latest research and best classroom practices to ensure student success. TCM's products are evidence based—our data shows that our products have directly increased student achievement.

To support the effective use of its curriculum and professional resources, TCM has a comprehensive professional services division that has become the preferred provider of professional development for educators across the United States. For over 30 years, TCM's professional development services have supported states', districts', and schools' needs with the constant goal of sustainable, long-term school improvement and increased student achievement. Several training formats and options are offered that include critical topics, sought after presenters, and rich, practical content. All professional development and coaching sessions delivered by TCM embed best practices with hands-on application, so participants are able to utilize the skills and strategies learned immediately in their classroom instruction. TCM's consultants work closely with school and/or district representatives to tailor the topic and content to meet the needs of the audience.

As our company has grown, one thing has remained consistent—teachers around the world depend on us to produce quality, easy to use, educationally sound materials and provide professional learning that develops teachers' pedagogical knowledge and provides teachers with a toolbox of instructional strategies. Today, TCM is a leading educational publisher with products that are used in classrooms in all 50 states and in 89 countries. Everything we publish is still created by teachers for teachers and students because we still believe that no one knows what teachers need more than other teachers and we know that all students can become lifelong learners. Each year we provide professional development to over 10,000 teachers, helping them to perfect their craft. It is that sense of commitment to teachers, students, and the community that exemplifies our mission, vision, and values and underlies everything we do.

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While the company's primary offices are in California, TCM has satellite offices in 28 states,

with representation worldwide. TCM currently employs over 125 full- or part-time workers, including a wide network of authors and educational experts and consultants.

TCM works in a partnership with district-level administrators to develop a comprehensive professional development plan designed to increase efficacy and skills of District instructional leaders and teachers and is tailored to meet the District's specific goals as it relates to social justice for anti-racist schools. Working in a partnership with the District, TCM will create timelines and modes of delivery for the professional development services to be provided. The scope and sequence developed for each area of focus can be varied and adjusted based on needs, length of time, professional learning objectives, and delivery modes required. TCM's highly-qualified professional development team will work in partnership with key district-level administrators to develop methods for assessing the effectiveness of the professional development and the efficacy of the instructional and leadership strategies implemented in and out of the classroom to help build teacher and administrator capacity and pedagogy and increase student achievement.

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TAB B: VENDOR PERSONNEL PROFILE

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TAB B: VENDOR PERSONNEL PROFILE

In addition to its company experience, TCM consultants represent the highest level of expertise in education. All consultants are current or former classroom teachers, credentialed and certified in various specialty areas including literacy, mathematics, science, social studies, and other disciplines. Many hold master's degrees in education, including focuses on English language learners, special education, curriculum and instruction, early childhood education, and others. TCM's high standards ensure that its consultants are of the premier or utmost caliber.

For the work of Culturally and Linguistically Responsive Teaching and Learning (CLR), Shell Education is proud to have a partnership with Dr. Sharroky Hollie. This partnership allows for members of Dr. Hollie's team to work alongside TCM to provide professional development and CLR coaching. Further, all of the supporting professional resources are created with a focus on two aspects of culturally and linguistically responsive instruction: a focus on equity and diversity and a focus on pedagogy. TCM strives to make its resources and professional

development educationally, culturally, and socially relevant.

INDIVIDUAL ASSIGNED TO PROJECT

The following personnel are considered the key contact persons involved in the planning and development of services as it relates to this RFP. All communications will originate with Jon Dwyer, St. Louis-based TCM Sales Consultant. Mr. Dwyer will be available for face-to-face meetings* as well as conference calls on an as-needed basis.

Operations Sales

Mary Kittrelle Chief
Financial Officer
mary.kittrelle@tcmpub.com
5301 Oceanus Drive
Huntington Beach, CA
92649 714.891.2273
(Office) 714.489.2071 (Fax)

Consultant
jon.dwyer@tcmpub.com
5301 Oceanus Drive
Huntington Beach, CA
92649 (847) 612-8460 (Cell)
714.891.2273 x380 (Office)
714.489.2071 (Fax)

Jon Dwyer Sales

The following personnel will also be involved in the implementation of RFP: Professional Development for Social Justice for Anti-Racist Schools for Ferguson-Florissant School District.

- In addition to Jon Dwyer, all communications regarding the implementation of professional development will originate with Director of Professional Learning, Heather Brooke and TCM Academic Officer, Carrie Eicher. Members of the Professional Learning

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Division will be available for face-to-face meetings* as well as web-based conference calls on an as-needed basis.

*Please note that due to the current global pandemic surrounding Covid-19, TCM has suspended all travel for its employees and education consultants. As this situation changes often, please feel free to reach out for the most current information on this temporary travel restriction.

Upon award of contract, the following personnel will be dedicated to the purchase and implementation of professional development for the District.

Field Sales Eric Langsam
Mid-Atlantic Regional Vice
President 843.452.5753
elangsam@tcmpub.com
Jon Dwyer MO Sales

Consultant
847.612.8460
jon.dwyer@tcmpub.co
m

and Marketing tgarza@tcmpub.com
Doug Towne (as needed) Vice
President of Direct to School Sales
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Client Services Support

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**Professional
Learning**

Heather Brooke Director of
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hbroke@tcmpub.com

Dr. Sharroky Hollie Director of The Center for Culturally and Linguistically Responsive
Teaching and Learning drrocked@gmail.com

Carrie Eicher Academic
Officer
carrie.eicher@tcmpub.co
m

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**Executive
Team**

In addition to the personnel listed above, the following senior management will be part of all decision making related to delivering the services for the District:

Corinne Burton, President Part of the original founding family of TCM, Mrs. Burton's background includes classroom teacher, author, and professional development facilitator. As TCM's president, she currently manages the day-to-day operations of TCM and oversees all curriculum development.

Rich Levitt, Chief Operating Officer Employed by TCM for over 20 years. Prior to

joining TCM, Mr. Levitt spent his early career working in the textbook industry.

Mary Kittrelle, Chief Financial Officer Prior to joining TCM two years ago, Ms. Kittrelle was the Director of Finance and Operations for a large real estate firm where she oversaw and improved all operating and finance functions.

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**PROFESSIONAL DEVELOPMENT FACILITATORS, CONSULTANT, AND
COACHES**

The following is an abbreviated list and short bio of some of the members of the professional learning team.

***Carrie Eicher,
M.A.Ed.***

Carrie Eicher currently serves as an Academic Officer for Teacher Created Materials. In her role, she provides professional development and training on TCM curriculum materials and Shell Education professional resources for school districts, teachers, and educational trainers. Prior to joining TCM, Carrie worked with Dr. Sharroky Hollie as a coach and consultant. She has served as a primary grades classroom teacher, taught at all grade levels K-12 as an Integrated Arts Specialist, served as instructional coach, Dean of Academics and Instruction, and finally as an administrator at the middle school level.

***Nicole
Elliott***

Nicole Lusiani Elliott serves as an instructional coach and professional development associate for Dr. Hollie's team. Nicole also works at the Center to Support Excellence in Teaching at Stanford University, primarily in areas of history education and instructional equity; in the Hollyhock Fellowship; the AP Success Research Project; and as a pedagogy partner with Stanford Global Studies. She previously spent 19 years teaching at an East Bay public high school.

***Sharroky Hollie,
Ph.D.***

Dr. Sharroky Hollie is the author of numerous publications and professional resources and executive director of the Center for Culturally Responsive Teaching and Learning, a non-profit organization dedicated to educators desiring to become culturally responsive. Shell Education is proud to have a partnership with Dr. Hollie in working toward the dual goals of making the theory of Cultural and Linguistic Responsiveness (CLR) palatable for teachers in the classroom and creating exemplary classroom models for what CLR classroom instruction looks like. To that end, in collaboration with TCM's Shell Education division, Dr. Hollie has authored several bestselling professional resources including Culturally and Linguistically Responsive Teaching and Learning as well as the Strategies for Culturally and Linguistically Responsive Teaching and Learning resource to support it. Dr. Hollie also curated the collections of culturally authentic literature and informational texts found in TCM's Culturally Authentic and Responsive Texts. Dr. Hollie provides extensive professional development workshops and keynotes for school districts, administrators, and educators nationwide.

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Gina Spoo

Gina Spoo earned her degree in Elementary Education from Augsburg University and a Masters in Literacy Education from Hamline University. She has worked in the education field for 19 years. Currently, she serves as a Culturally Responsive Instructional Coach in the Hopkins School District and the Edina School District in Minnesota. Through her coaching she can work with teachers K-12, administrators, and other educational staff. She helps to support teachers and school sites with staff development, and creates sustainability plans that help enrich the lives of children, one classroom at a time.

In addition, Gina works with Dr. Hollie's team as a lead coach, consultant, and author of the Skillset section of the monthly VABB Perspectives Newsletter as well as the monthly CLR-it emails. Her expertise and passion for CLR work have most recently been demonstrated at the 2017 CLR Summer Institutes that the CCRTL hosts annually. Because of her continuous devotion to the work, she has been selected for two consecutive years to be the presenter. She finds it an honor to be able to work with so many educators across the Midwest to ignite their own passion for this very important work.

Lydia McClanahan

Lydia McClanahan has been an educator for 20+ years, and earned her MLIS at San Jose State University. She began her journey in cultural and linguistic responsiveness in 1998 as a facilitator for LAUSD's Academic English Mastery Program, and went on to become one of the founding middle school teachers at the Culture and Language Academy of Success (CLAS). During her time at CLAS, Lydia began serving as an instructional coach on Dr. Hollie's team. She has served as a lead instructional coach for the last 7 years, during which time she began

to curate Responsive Reads, a newsletter, that illuminates diverse authors and culturally authentic texts.

***Daniel
Russell***

Daniel Russell has been an educator for over 20+ years. He entered into public school education as a 1994 Teach for America corps member where he was placed in the Los Angeles area. There, he taught 3rd – 5th grade for 9 years at 99th Street Elementary School in the Watts community. At 99th, he was introduced to culturally and linguistically responsive (CLR) teaching via the Language Development Program for African American Students (LDPAAS) which later became the Academic English Mastery Program (AEMP). He served as a facilitator for LDPAAS/AEMP for 8 years before passing on the role to another teacher and taking on the role of EL Coordinator. While at 99th, his 5th grade class was featured in a segment about linguistics on the PBS special entitled Do You Speak American?

In 2003, he left 99th and became a founding teacher at Dr. Hollie’s charter school—Culture and Language Academy of Success (CLAS). At CLAS, he served for 10 years, first as a 5th grade

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teacher then as a history teacher for 6th – 8th grade. While serving at CLAS, he also took on the part-time role of CLR instructional coach on Dr. Hollie’s team. As an instructional coach, he specializes in culturally responsive classroom management and culturally responsive standardized test preparation.

In 2014, he shifted to teaching 6th grade Humanities at charter school in the south LA area. After 2 years in this role, he left the classroom for the first time in his career and took on the role of Dean of Culture and Climate for the school. As dean, part of his role was coaching and supporting teachers with CLR. He also worked on implementing culturally responsive approach to PBIS and MTSS, restorative practices, and trauma-informed schooling (i.e. healing-centered engagement). In 2018, he transitioned from his role as dean to a full-time CLR instructional coach on Dr. Hollie’s team. Currently, he is pursuing his doctorate in Organizational Change and Leadership at USC’s Rossier School of Education. His dissertation is focused on the problem of the persistence of racial disproportionality in exclusionary discipline in schools

despite their implementation of the PBIS framework. Specifically, he is examining how knowledge, motivation, and factors influence the implementation of PBIS in a culturally responsive manner.

**Dr. GeNita
Williams**

Dr. GeNita Williams was born, raised, and educated in St. Louis, Missouri. Dr. Williams has been a teacher and school leader for 20 years, with five of those years being an urban middle school, turnaround principal. Dr. Williams earned her Bachelor's degree from Harris-Stowe State University, her Master's degree from the University of MO–St. Louis and her Doctorate degree from the University of Phoenix. Dr. Williams has been a proud member of Sigma Gamma Rho Sorority Inc. for 25 years! Today, Dr. Williams is a practicing consultant in her own business, You+Me=WE Consulting Solutions, LLC and also works on Dr. Hollie's team. Dr. Williams is passionate about providing educational opportunity and access to children of color and believes the goal of every educator should be to ensure students are learning about themselves as well as being educated in an environment that shows appreciation and respect for the diverse needs and capabilities of each student.

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**TAB C:
VENDOR
EXPERIENC
E PROFILE**

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TAB C: VENDOR EXPERIENCE PROFILE

Due to recent events in our nation, specifically the murder of George Floyd and the resulting uprising, school districts are responding to the increasing urgency for prioritizing anti-racist policies and practices within their local educational system. The need for anti-racist social justice reform has always existed but these events, along with the pandemic, have illuminated the systemic inequities that have plagued the educational system for centuries. These inequities have only been magnified and can no longer be ignored or held at bay with a temporary fix. Districts recognize a renewed focus must be placed on the transformation of leadership and instructional practices that connect anti-racist tenets with district policies, community relationships and classroom instruction.

One of the major challenges facing public education today is educators are inadequately prepared with the cultural knowledge, awareness, and understanding to identify and recognize how their biases impact their perceptions of, and reactions to students, their instructional

decision making, and even the relationships they develop with the students and families they serve. This insufficient preparation often creates a cultural gap between teachers and students that leads to cultural misunderstanding, deficit driven decision making, and assumptions based on biases and ignorance to the cultural and linguistic identities of their students. This lack of preparedness limits the ability of educators to choose effective instructional practices and curricular materials that validate, affirm, and build upon the cultural and linguistic repertoires of their students. Therefore, sufficient training around the differences between culture and race, how culture and language impact learning, and how to view cultural and linguistic identities as an asset rather than a deficit is critical to bridging that gap.

Culturally responsive teaching and learning responds to a student's academic, behavioral, and social needs by taking into account their cultural and linguistic identities and utilizing a pedagogy centered on the validation and affirmation of those cultural and linguistic identities, while also building and bridging students to success in school. Dr. Sharroky Hollie defines culturally and linguistically responsive teaching and learning as "the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society." Through his research and work with teachers across the country, Dr. Hollie has found that teachers who use culturally and linguistically responsive teaching practices, regardless of the content they are teaching, consistently demonstrate the following:

- They view students' cultural and linguistic backgrounds and experiences as an asset to learning and use this knowledge as capital to build on rather than as a barrier to learning.

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- They build on their students' personal experiences and interests as the basis for instructional connections that facilitate increased student engagement and achievement.
- They view behavior as cultural after learning about cultural behaviors according to research, and use that information to identify instructional protocols that integrate those cultural behaviors into the learning process through collaborative teaching methods,

strategies, and ways of interacting that support their students' cultural and linguistic identities.

In partnership with Dr. Hollie, Teacher Created Materials (TCM) has brought the work of CLR to thousands of educators across the country, and across the world. Through a strategic series of professional development opportunities, Dr. Hollie, his coaching team and CLR-certified TCM trainers have transformed the mindset and skillset of thousands of teachers, administrators, and informal educators into practitioners of culturally and linguistically responsive teaching and learning.

The aim is accomplished through three broad strands of development: professional development, school/district development, and community development. With these three strands, we inform all stakeholders concretely and practically in what it means to be culturally responsive, through a shift in mindset and change in skillset. This includes explicitly addressing deficit thinking, practices, and mindsets stemming from implicit and explicit biases, and developing educators' skillset in culturally and linguistically responsive practices responsive to students' cultural and linguistic behaviors. We influence institutional policies and practices, and we inspire changes in behaviors—individually and institutionally.

TCM and Dr. Hollie have partnered to develop teachers' capacity in using culturally and linguistically responsive teaching strategies. Every professional development plan is based on Dr. Hollie's research encapsulated in the Shell Education professional resource title, *Culturally and Linguistically Responsive Teaching and Learning*, 2nd Edition, the professional development extension resource, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*, as well as the classroom support resource, *Culturally Authentic and Responsive Texts*. Written to address all grade levels, these invaluable resources provide novice and experienced educators with a pedagogical framework for implementing culturally and linguistically responsive teaching strategies in their increasingly diverse classrooms. Teachers will learn to implement best practice instructional strategies with the concrete activities provided in both professional resources. These comprehensive resources will teach educators how to approach their instruction through a culturally and linguistically responsive lens. Each resource focuses on and incorporates strategies in the areas of culturally responsive classroom management, culturally responsive academic vocabulary, culturally responsive literacy and culturally responsive academic language. When these resources are paired with our highly sought-after

Ferguson-Florissant School District • RFP: Professional Development for *Social Justice for Anti-Racist Schools*

professional development sessions, including keynotes with Dr. Hollie, teachers and building leaders leave well equipped to navigate the issues they face around racial disparities and cultural and linguistic diversity in their classrooms, schools, and district.

Please see below for an overview of a premium professional development plan which consists of three phases, including an optional pre-phase: Interest (pre-phase), Foundation (Phase 1), School Site Support (Phase 2), and Sustainability (Phase 3). This plan can be scaled out in response to individual district needs and capacity, accomplishing all phases within a 1- to 5-year timeframe, depending on individual time constraints, budget, and readiness variables, which will be determined in consultation with Dr. Hollie.

Below the overview, please find a sample professional development plan custom to Ferguson-Florissant School District based on the provided professional development dates. This plan is proposed for Year 1 of the professional development progression, beginning with a potential cohort of schools. Each year, additional cohorts will be added and cycled into the plan, in addition to the next steps in the plan (additional workshops in Phases 2 and 3).

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Overview of Premium Professional Development Plan Culturally and Linguistically
Responsive Teaching and Learning ***See below for sample custom plan for
Ferguson-Florissant School District***

Pre-Phase: Interest

**NOTE: Every premium professional development plan
begins with a consultation with Dr. Hollie.**

Pre-Phase: Interest (*Optional*) Overview Keynote: *6 Ways to Know*

You Are Culturally Responsive This workshop will highlight 6 indicators of cultural responsiveness and provide an introduction to Dr. Hollie, including an overview of the work of CLR. *Virtual and in-person options available

Foundational Phase: Awareness Implementation benchmarks and recommendations: 12 hours of professional development. Minimum of 9 hours required to proceed to school site support level . **Awareness Day 1 Focus on Culture and the Instructional Benefits (Mindset Focused)**

- Defines concretely what cultural responsiveness is and why it is necessary in our schools today.
- Builds knowledge and creates the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system.
- Promotes the focus on effective instructional strategy utilization in a way that validates and affirms underserved students across content areas and grade levels.

Choose **ONE** of the options below based on need/capability

In-Person Options *Focus on Culture—Full Day (6 hours) Focus on Culture—LITE (3 hours)*

Virtual Options VABB Online Academy

Live Webinar (100 or less) Focus on Culture

Focus on Culture LITE

- Self-Paced/Asynchronous
- 60-75-minute sessions live
- Pre-recorded in front of a live with Dr. Hollie audience
- Integrates self-directed
- Module Based—Five (5), 1-hour activities between modules sessions
- Includes LIVE Q&A session during
- Includes opportunity for or after completion of course Q&A with Dr. Hollie

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YouTube Live Stream (groups of 300+) Focus on Culture LITE

- 60-75-minute session live with Dr. Hollie
- Includes opportunity for Q&A with Dr. Hollie

Foundation Phase: Awareness

Sustainability Phase

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School Site Support Phase

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Awareness Day 2 (virtual and in-person options available) ***Culturally Responsive Classroom Management Workshop (Skillset Focused)**

• Separate out cultural behaviors from disruptive behaviors, reflect upon unconscious biases, learn about cultural behaviors according to research, and practice management strategies for building on cultural behaviors.

Classroom Management Jumpstart Workshop (Required if continuing with coaching)

• Designed to help teachers with their use of the strategies through modeling and immersion. The workshop also helps teachers begin to understand the WHY of the CLR strategies and how they can be used to validate and affirm cultural behaviors.

***Workshops below can be substituted for Classroom Management:** Culturally Responsive Academic Vocabulary

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5301 Oceanus Drive | Huntington Beach, CA 92649 | (800) 858-7339 | www.tcmpub.com **Culturally Responsive Academic Literacy**

Culturally Responsive Academic Language **School Site Support**

Phase—Development of Classroom Models (virtual and in-person options available)

Recommendation:

- Minimum of 4 instructional cycles with 10-12 teachers per cadre.
- Examples include: 20 teachers (2 cadres) coached 2x or 40 teachers (4 cadres) coached once.
- Virtual and in-person options available **CLR Coaching Cycle**
- **Coach Prep: Review Session of CLR strategies** *Optional: Prepares cadre for coaching Each cadre member attends a coach prep session to further build knowledge for all teachers prior to coaching.
- **Coach I: Observation/Coaching with Technical Feedback** *Establishes baseline after management/engagement workshop and collaborative Each cadre member will be visited for a 15-minute observation.
- **Coach IIA and IIB: Post-Lesson Planning Collaborative Classroom Observation**
*Followed by coaching with technical feedback All cadre members are observed by a CLR coach for 30 minutes on a specific lesson. The coach debriefs with each cadre member individually or in small groups for 15-20 minutes after each observation.

Additional Workshops Available:

- *Culturally Responsive Academic Vocabulary Workshop*
- *Culturally Responsive Academic Literacy Workshop*
- *Culturally Responsive Academic Vocabulary Jumpstart*
- *Culturally Responsive Academic Literacy Jumpstart*

Schools

Sustainability Phase—Developing CLR Teams (virtual and in-person options available) **Implementation benchmarks and recommendations:** Establish a CLR Team at each site who will attend accompanying workshops below.

Culturally Responsive Leadership

Workshop (Building and Central Office Leaders)

Emphasizing the “Four Knows”, participants will reflect on their leadership capacity through the lens of culture. This keynote will emphasize leadership actions within schools to create a culture and system of cultural and linguistic responsiveness and build capacity of teachers and other members of the school community.

Supporting Teachers in Becoming CLR

(Instructional Coaches and Building Leaders)

This workshop will train teachers (must have completed our foundations training and instructional coaching cycle) on how to be an instructional model of the CLR approach and a mindset model. ***CLR for Teacher Leaders***

CLR is grassroots and a bottom-to-top leadership model by nature. Teachers are the best leaders of CLR because they can model the instructional approach and, as models, peer coach their colleagues into becoming CLR. The CLR Teacher Leaders (CLRTLs) Training gives teacher leaders the mindset and skillset necessary to lead others in CLR, starting at the classroom level. Two full days that can be scheduled consecutively or spread out in four halves, CLRTLs will deepen their CLR instructional practices by delving more into academic literacy and academic vocabulary and by learning how to do CLR professional development and CLR coaching. Teacher Leaders also receive another year of coaching— one observe/feedback session, one co-planning for PD session, and one co-coaching session.

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Sample 2020-2021 Custom Professional Development Plan Ferguson-Florissant School District

Every Premium Professional Development plan begins with a consultation with Dr. Hollie. Decisions regarding numbers of schools, number of workshops, number of teachers being coached, and other important plan decisions will be determined during this consultation.

Event Date RFP: Professional Development for *Social Justice for Anti-Racist Schools* © Teacher
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Event (See Session Descriptions Above)

Event Trainer 2020-2021 Foundation Phase: Awareness Implementation benchmarks and recommendations: 12 hours of professional development. Minimum of 9 hours required to proceed to school site support level. **Awareness Day 1 Recommended Resource:** *Culturally and Linguistically Responsive Teaching and Learning, Grades K-12 (2nd Edition)*

Virtual Keynote Options

8/14/20

VABB Online Academy Focus on Culture

- Self-Paced/ Asynchronous
- Pre-recorded in front of a live audience
- Module Based—Five (5), 1-hour modules
- Includes LIVE Q&A session during or after completion of course

Live Webinar (100 or less) Focus on Culture LITE

- TWO 60-75-minute sessions live with Dr. Hollie
- Integrates self-directed activities between sessions
- Includes opportunity for Q&A with Dr. Hollie

YouTube Live Stream (groups of 300+) Focus on Culture LITE

- TWO 60-75-minute sessions live with Dr. Hollie
- Integrates self-directed activities between sessions
- Includes opportunity for Q&A with Dr. Hollie

Dr. Hollie

Awareness Day 2 Recommended Resource: *Strategies for Culturally and Linguistically Responsive Teaching and Learning*

11/10/20 **Culturally** *Virtual and **Responsive** in-person **Classroom Management Workshop**

Dr. options available

Hollie

12/18/20

Classroom Management Jumpstart Workshop

Dr.

(Required if proceeding to coaching at next level) *Virtual and in-person options available

Hollie and Coach

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School Site Support Phase—Development of Classroom Models (virtual and in-person options available) **Recommendation:**

- Minimum of 4 instructional cycles with 10-12 teachers per cadre.
- Examples include: 20 teachers (2 cadres) coached 2x or 40 teachers (4 cadres) coached once.
- Virtual and in-person options available

TBD Dec-Feb 2021

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CLR Coaching Cycle #1

CLR Coach Prep and/or Coach 1 Coach 2A Coach 2B (3 site visits per cycle)

Dr. Hollie

2/12/21 **Culturally Responsive Academic Vocabulary Workshop** Dr.

Hollie

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TAB D: REFERENC ES

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TAB D: REFERENCES

As a provider of professional development services, TCM has worked with districts large and small to increase administrator and teacher effectiveness through a variety of professional development models including onsite and virtual professional development workshops, coaching, institutes, and recorded webinar trainings. TCM understands how to work with all levels of administration to design and execute professional development support and training

that helps to achieve strong implementations of professional development, creates effective partnerships, successfully maximizes capacity, and offers sustainability.

TCM and Dr. Hollie have partnered to develop teachers' capacity in using culturally and linguistically responsive teaching strategies. Our proposed professional development plan is based on Dr. Hollie's research encapsulated in the Shell Education professional resources, Culturally and Linguistically Responsive Teaching and Learning, 2nd Edition, as well as the professional development extension resource, Strategies for Culturally and Linguistically Responsive Teaching and Learning, and classroom support resource, Culturally Authentic and Responsive Texts, available in grades K-5. TCM's professional development workshops will guide educators in becoming more culturally responsive through the validation and affirmation of who students are culturally and linguistically.

TCM's relevant experience and technical capabilities to perform the services required by the District is extensive, and we offer the following list of professional learning services that have been performed, or are currently being performed, with districts across the country over the past five years.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

Community Consolidated School District 15 (CCSD 15) is the second largest elementary district in Illinois with more than 12,000 students. 26.8% of CCSD 15 students are English learners, 35.3% of students are Hispanic, 18.8% are Asian, and 03.6% Black. More than 70 languages or dialects are spoken in the homes of CCSD 15 students. CCSD 15 has fifteen K-6 schools, four junior highs, and one alternative school. It serves a diverse population of all or part of seven northwest suburban communities: Palatine, Rolling Meadows, Hoffman Estates, Inverness, South Barrington, Arlington Heights, and Schaumburg.

CCSD 15 began its partnership with Teacher Created Materials in 2018, and they are currently embarking on Year 2 of a 3-year comprehensive partnership with TCM and Dr. Hollie around the work of Culturally and Linguistically Responsive teaching (CLR). The professional learning model created by TCM focuses on the implementation of culturally and linguistically responsive

teaching and learning to develop educator's mindset and skillset around topics of equity, including a focus on the pedagogy in the areas of responsive classroom management, culturally responsive academic vocabulary, culturally responsive academic literacy and culturally responsive academic language. CCSD 15 is quickly becoming a model district for CLR teaching through its dedication in implementing the practice across all 20 of its schools.

By the year 2023, CCSD 15 will have twenty schools

- that will have received the Foundation Phase 1 training (Day One and Day Two) with plans for provision of such training annually for new teachers.
- that have reached a 'critical mass' of at least 20 teachers (or 60% of staff) as having received at least one round of professional coaching in their classroom.
- where 100% of school staff responds to students in a culturally and linguistically responsive manner.
- operating one lab classroom (at each school site) that is taught by a cadre member who leads binder studies and ongoing professional development at the building level.
- who receive ongoing coaching and coordination from 2.0 FTE District CLR coaches and represents their school at the District CLR Leadership Team meetings.

In May, teachers were scheduled to continue their work around CLR by attending the Culturally Responsive Academic Vocabulary Workshop and continue in-classroom coaching. Due to the global Covid-19 pandemic, CCSD 15 has transitioned to virtual professional development and coaching.

**Client Contact
Information:**

Meg Schnoor Ed.D., Assistant Superintendent-Teaching and Learning Community Consolidated School District 15 580 N. First Bank Drive Palatine, IL 60067-8110 847-963-3101
schnoorm@ccsd15.net

**TCM Staff Responsible for this
District:**

Autumn Valadez, Local TCM Sales Consultant for Wisconsin and Illinois
Dr. Sharroky Hollie Carrie Eicher, TCM Academic Officer

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**PALM SPRINGS UNIFIED SCHOOL
DISTRICT**

Palm Springs Unified School District (PUSD) is one of three public education governing bodies in the Coachella Valley desert region of Southern California and serves approximately 22,000 students. Approximately 29% of their student population are English Learners and 89.6% qualify for free and reduced-price meals. Beginning in August of 2019, PUSD began work with TCM and Dr. Hollie on a Premium CLR Professional Development plan. Teachers attended the Foundations Phase 1 training entitled Journey to Responsiveness: A Focus on Culture and the Instructional Benefits. This training concretely defined what cultural responsiveness is and why it is necessary in our schools today. Teachers built their knowledge and created the context for addressing the needs of underserved students in terms of their sociopolitical and sociolinguistic relativity in the American educational system. Finally, teachers learned how to promote a focus on effective instructional strategy utilization in a way that validates and affirms underserved students across content areas and grade levels. Following this training in December, teachers attended the Culturally Responsive Classroom Management Workshop. This workshop helps teachers separate out cultural behaviors from disruptive behaviors, reflect upon unconscious biases, learn about cultural behaviors according to research, and practice management strategies for building on cultural behaviors.

In April, teachers were scheduled to continue their work around CLR by attending the Culturally Responsive Academic Vocabulary Workshop and the Culturally Responsive Classroom Management Jumpstart which precedes the beginning of the instructional coaching cycle. Unfortunately, this work has been put on hold due to the global Covid-19 pandemic. When in- person instruction resumes, as will the work around implementing culturally and linguistically responsive teaching strategies across the district.

**Client Contact
Information:**

Mandy Gonzales, ELL Director
Palm Springs Unified School
District 150 District Center Drive
Palm Springs, CA 92264
mgonzales@psusd.us
760.835.3551

**TCM Staff Responsible for this
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Brendan Ryan, TCM Sales Director
Dr. Sharroky Hollie Carrie Eicher,
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**SCHOOL DISTRICT
89**

School District 89 is an Illinois public elementary school district that serves the Maywood, Melrose Park, and Broadview communities. Within the nine schools, District 89 supports over 5,000 students in Preschool – 8th grade. District 89 was set to begin work with Dr. Hollie around CLR in Spring 2020 but was initially interrupted by the Covid-19 global pandemic. After several planning meetings between Dr. Hollie and the district's CLR leadership team, the trainings were successfully transitioned to a virtual model beginning with a live/synchronous Jumpstart Lite Virtual Session. This virtual training provided immediate and relevant CLR professional learning support to all teachers who will be starting CLR coaching in Fall. Two sessions were provided, allowing for the total 90 participants to be split into 2 groups with 45 participants each. Each 60- minute session was conducted by a trained member of Dr. Hollie's

team, followed by a 15- minute Q&A with Dr. Hollie. The district has tentatively scheduled the in-person Jumpstart Workshop to take place in August if the situation allows.

**Client Contact
Information:**

Maribel Taboada, Assistant Superintendent of Teaching & Learning 906 Walton St. Melrose Park, IL 708.450.2460
maribel.taboada@Maywood89.org

**TCM Staff Responsible for this
District:**

Autumn Valadez, Local TCM Sales Consultant for Wisconsin and Illinois
Dr. Sharroky Hollie Carrie Eicher, TCM Academic Officer

**STOCKTON UNIFIED SCHOOL
DISTRICT**

Stockton Unified School District (SUSD), located in California’s Central Valley, serves over 40,000 students at 63 public schools. SUSD’s minority enrollment is 94% of the student body (majority Hispanic), which is more than the California public school average of 77% (majority Hispanic). Additionally, a majority of the district’s students come from socio-economically disadvantaged households. The city of Stockton is currently dealing with severe financial difficulties and has a violent past—the city is consistently at the top of the list of U.S. cities with high violent crime rates per capita. Historically, students of color have been severely undeserved and misunderstood within the district.

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For all of the reasons mentioned above, in 2019 SUSD identified a need for CLR training

across the district as part of a strong initiative to change the district climate. At this time, TCM and SUSD began its partnership to help bring this initiative to life. TCM, Dr. Sharroky Hollie, and SUSD met many times to create a comprehensive professional development plan which began in January 2020 with the Culturally Responsive Leadership Workshop, specifically focused on the district's leadership team. All principals, vice principals, district-level administrators, and even board members attended this training.

In July, teachers were scheduled to begin their work around CLR by attending the Journey to Responsiveness: A Focus on Culture and the Instructional Benefits Workshop as well as the Culturally Responsive Classroom Management Workshop and the Culturally Responsive Classroom Management Jumpstart which precedes the beginning of the instructional coaching cycle. Unfortunately, this work has been put on hold due to the global Covid-19 pandemic. We are currently in discussions with the district to transfer this important work into a virtual model to continue teacher training around implementing culturally and linguistically responsive teaching strategies across the district.

**Client Contact
Information:**

Anna Trunnell, Executive Director of Instructional Technology and
Curriculum 701 North Madison St. Stockton, CA 95202 209.933.7030 ext.
2330 AMTrunnell@stocktonusd.net

Sonjhia Lowery, Assistant Sup. Educational
Services 701 North Madison St. Stockton, CA
95202 209.933.7040 ext. 2740
SLowery@stocktonusd.net

**TCM Staff Responsible for this
District:**

Spenser Britton, Local TCM Sales
Consultant Dr. Sharroky Hollie Carrie Eicher,
TCM Academic Officer

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**NOVA SCOTIA DEPARTMENT OF
EDUCATION**

Teacher Created Materials (TCM), Dr. Sharroky Hollie, and the Nova Scotia Department of Education began its partnership in 2018 to develop teachers' growth in using culturally and linguistically responsive teaching strategies to support the Department of Education's inclusive education initiative. The Nova Scotia Department of Education is responsible for overseeing education institutions (primary, secondary, and post-secondary) throughout the province that serves over 123,000 PreK-12th grade students. Beginning in September 2018, Dr. Hollie provided Culturally Responsive Pedagogy (CRP)* training at regional professional development seminars for approximately 13,000 educators throughout the province.

Over the course of the 2018-2019 and 2019-2020 school years, the 13 days of professional development were specifically tailored by Dr. Hollie to continually build on the foundation of CRP for all educators in the province. The trainings also included specific sessions to develop leadership capacity for sustainability of CRP and philosophies on the journey to responsiveness. In March, Nova Scotia educators were to attend additional CRP trainings with Dr. Hollie however due to the global Covid-19 pandemic those dates were temporarily put on hold.

*Culturally and linguistically responsive teaching and learning is referred to as CRP in Canada.

**Client Contact
Information:**

*Available Upon
Request

**TCM Staff Responsible for this
District:**

Dr. Sharroky Hollie Donna Waitte,
TCM Sales Consultant Jen Jump,
TCM Academic Officer

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ADDITIONAL DISTRICTS BEGINNING THEIR CLR JOURNEY TO RESPONSIVENESS

The following is a list of districts that are currently in the process of beginning their journey to culturally and linguistically responsive teaching and learning.

1. FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

*Currently on hold until September with the hope that the work can begin in-person.

Client Contact Information:

Betty Jo Wessinger, Assistant Sup.
SPED 1965 Birkmont Drive Rancho
Cordova, CA 95742 916.294.9007

BWessing@fcusd.org

TCM Staff Responsible for this District:

Spenser Britton, Local TCM Sales
Consultant Dr. Sharroky Hollie Carrie Eicher,
TCM Academic Officer

2. OROVILLE UNION HIGH SCHOOL DISTRICT

*Currently planning on beginning their journey in a virtual setting.

Client Contact Information:

Kevin Simas, Director of Curriculum and Professional Development 2211 Washington Ave. Oroville, CA 95966
530.538.2300 x. 1104 530.720.0755 cell ksimas@ouhsd.net

TCM Staff Responsible for this District:

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3. GADSDEN INDEPENDENT SCHOOL DISTRICT

**Client Contact
Information:**

Susan Yturralde, Associate Superintendent of Curriculum & Instruction Gadsden Independent School District 4950 McNutt Santa Teresa, NM 88008 syturralde@gisd.k12.nm.us 575.882.6267

**TCM Staff Responsible for this
District:**

Susan Sanchez, Local TCM Sales
Consultant Dr. Sharroky Hollie Carrie
Eicher, TCM Academic Officer

4. ROSWELL INDEPENDENT SCHOOL DISTRICT

*Currently beginning their CLR journey with the virtual VABB Academy.

**Client Contact
Information:**

Mike Gottlieb, Superintendent
Roswell Independent School
District 300 North Kentucky
Roswell, NM 88201
mgottlieb@risd.k12.nm.us
575.627.2500

**TCM Staff Responsible for this
District:**

Susan Sanchez, Local TCM Sales
Consultant Dr. Sharroky Hollie Carrie
Eicher, TCM Academic Officer

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**5. RICHARDSON INDEPENDENT SCHOOL
DISTRICT**

*Currently continuing their CLR journey with the virtual VABB Academy.

**Client Contact
Information:**

Angie Lee, Director of Equity, Diversity, and
Inclusion Richardson Independent School District
400 S. Greenville Ave. Richardson, Texas 75081
angie.lee@RISD.org 469.593.0334

**TCM Staff Responsible for this
District:**

Todd McKay, Local TCM Sales
Consultant Dr. Sharroky Hollie Carrie
Eicher, TCM Academic Officer

**6. SARASOTA COUNTY
SCHOOLS**

*Currently scheduled to begin their CLR journey virtually at the end of July.

**Client Contact
Information:**

Sue Meckler, Director of Curriculum and Instruction
1960 Landings Blvd. Sarasota, FL 34231
941.927.9000
Sue.Meckler@sarasotacountyschools.net

Brittany Shurley, Assistant Principal Intern
1960 Landings Blvd. Sarasota, FL 34231
941.927.9000 x. 34301
Brittany.Shurley@sarasotacountyschools.net

**TCM Staff Responsible for this
District:**

John Ruby, Local TCM Sales
Consultant Dr. Sharroky Hollie Carrie Eicher, TCM Academic Officer

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**TAB E:
PROPOSED
FEE
STRUCTURE**

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TAB E: PROPOSED FEE STRUCTURE

The sample professional development plan and proposed fee structure outlined below will be customized to Ferguson-Florissant School District's needs based on a number of factors including individual time constraints, budget, and readiness variables. These factors will be determined in consultation with Dr. Hollie prior to implementation of any plan which may adjust the overall cost of the professional development plan. Finally, all components described below are available to be delivered virtually.

Sample 2020-2021 Custom Professional Development Plan Ferguson-Florissant School District

Every Premium Professional Development plan begins with a consultation with Dr. Hollie. Decisions regarding numbers of schools, number of workshops, number of teachers being coached, and other important plan decisions will be determined during this consultation and may affect total cost.

Event

Event

Date (See Session Descriptions Above)

Event Trainer 2020-2021 Foundation Phase: Awareness Implementation benchmarks and recommendations: 12 hours of professional development. Minimum of 9 hours required to proceed to school site support level. **Awareness Day 1 Recommended Resource:** *Culturally and Linguistically Responsive Teaching and Learning, Grades K-12 (2nd Edition)*

Virtual Keynote Options

8/14/20

COST: \$7,000

VABB Online Academy

Live Webinar Focus on Culture

(100 or less) Focus on Culture LITE

- Self-Paced/ Asynchronous
- Pre-recorded in front of a live audience
- Module Based—Five (5), 1-hour modules
- Includes LIVE Q&A session during or after completion of course
- TWO 60-75-minute sessions live with Dr. Hollie
- Integrates self-directed activities between sessions
- Includes opportunity for Q&A with Dr. Hollie

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YouTube Live Stream (groups of 300+) Focus on Culture LITE

- TWO 60-75-minute sessions live with Dr. Hollie
- Integrates self-directed activities between sessions
- Includes opportunity for Q&A with Dr. Hollie

Dr. Hollie

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Awareness Day 2 Recommended Resource: *Strategies for Culturally and Linguistically Responsive Teaching and Learning*

11/10/20 **Culturally** *Virtual and **Responsive** in-person RFP: Professional Development for

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Classroom Management Workshop

COST: \$7,000 options available

COST: \$7,000

COST: \$7,000

Dr. Hollie

12/18/20

Classroom Management Jumpstart Workshop (Required if proceeding to coaching at next level) *Virtual and in-person options available

Dr. Hollie

School Site Support Phase—Development of Classroom Models (virtual and in-person options available) **Recommendation:**

- Minimum of 4 instructional cycles with 10-12 teachers per cadre.
- Examples include: 20 teachers (2 cadres) coached 2x or 40 teachers (4 cadres) coached once.
- Virtual and in-person options available

TBD Dec-Feb 2021

CLR Coaching Cycle #1

CLR Coach Prep and/or Coach 1 Coach 2A Coach 2B (3 site visits per cycle)

COST: \$27,000

- \$4,500/coach/day - 3 site visits with 2 coaches

COST: \$7,000

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Dr. Hollie & Coach(s)

2/12/21 **Culturally Responsive Academic Vocabulary Workshop** Dr.

Hollie

4/2/21 **Culturally Responsive Academic Literacy OR**

Culturally Responsive Academic Language Workshop

Dr. Hollie

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COST BREAKDOWN FOR YEARS 2 & 3

As previously mentioned, the cost for a Premium CLR PD Plan varies based on what the district and Dr. Hollie ultimately decide is in the best interests of their teachers and students. For this reason, the overall cost for Years 2 & 3 will be similar to Year 1 as new cohorts are added and coaching is continued. Below are some basic cost breakdowns to help the District get an idea of overall cost.

EVENT TRAINER COST

Keynotes Dr. Hollie \$7,000

Workshops Dr. Hollie \$7,000

Jumpstart Workshops *Required if proceeding to coaching at next level. CLR Coach \$4,500

Coaching Cycle (priced per coach)

- \$4,500 per coaching day
- 3 site visits per teacher

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Dr. Hollie or CLR Coach \$13,500

VABB Academy (recorded) Dr. Hollie \$7,000

In addition to these professional development costs, it is recommended that the Shell Education professional resources outlined below are used to support the implementation of culturally and linguistically responsive teaching and learning.

PROFESSIONAL RESOURCE COST

Culturally and Linguistically Responsive *Recommended for Phase 1 ***Teaching and Learning, 2nd Ed***

\$31.99

Strategies for Culturally and Linguistically *Recommended for Phase 1 ***Responsive Teaching and Learning***

\$99.99

Culturally Authentic and Responsive Texts

*Recommended for Phase 1 & 2 \$449.99

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TAB

F: REQUIRE D FORMS

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3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name:

Teacher Created Materials, Inc.

Vendor Address:

5301 Oceanus Drive

Vendor E-mail Address: rfps@tcmpub.com **Vendor Telephone:** _____ **Fax Number:**

Authorized Company Official's Name:

Mary Kittrelle

(Printed) **Signature of Company Official:**

Date:

7/20/20

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

800-858-7339 888-877-7606

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Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

- a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;
- b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization

program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c)affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e)agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print- out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: (signature)

Printed Name and Title:

Mary Kittrelle, Chief Financial Officer

For and on behalf of:

Teacher Created Materials, Inc. (company name)

4. FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

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Mary I, Kittrelle, being of legal age and having been duly sworn upon my oath,

state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set

forth herein.

2. I am employed by Teacher Created Materials, I (hereinafter "Company") and have authority to issue this affidavit on its behalf

3. Company is enrolled in and participating in the United States E-Verify (formerly known as

"Basic Pilot") federal work authorization program with respect to Company's employees

working in connection with the services Company is providing to, or will provide to, the

District, to the extent allowed by E-Verify.

4. Company does not knowingly employ any person who is an unauthorized alien in connection

with the services the Company is providing to, or will provide to, the District.
FURTHER

AFFIANT SAYETH NOT.

By: (individual signature)

For Teacher Created Materials, Inc
(company name)

Title:

Subscribed and sworn to before me on this day of , 20 .

NOTARY

PUBLIC My commission expires:

PART III: GENERAL CONDITIONS-RESPONSES & SUBSEQUENT CONTRACTS

FERGUSON-FLOISSANT SCHOOL DISTRICT REQUEST FOR PROPOSAL Professional Development for *Social Justice for Anti-Racist Schools* CERTIFICATION FORM

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for *Social Justice for Anti-Racist Schools* as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

PROPOSALS SHALL BE LABELED "PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"

AND ADDRESSED TO:

Liz Davenport, Executive Director of Professional Learning Ferguson-Florissant School District 8855 Dunn Road Hazelwood, MO 63042

PROPOSAL MUST BE RECEIVED BY: 2:00pm, Friday, July 24, 2020

Questions may be directed to Liz Davenport Phone: 314-824-2054 Email: edavenport@fergflor.org

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District. The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name Teacher Created Materials, Inc. **Authorized Person**

Mary Kittrelle **Address Signature**

5301 Oceanus Drive **City, State, Zip** Huntington Beach, CA 92649 **Title**

Chief Financial Officer **Tax ID#** 33-0004235 **Phone**

800.858.7339

Entity Type Corporation **Email**

rfps@tcmpub.com

PART I: INTRODUCTION AND PROCESS

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THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
PHONE (A/C, No, Ext): INSURED

COVERAGES

CERTIFICATE NUMBER: REVISION NUMBER: THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. INSR LTR TYPE OF INSURANCE ADDL
SUBR INSD

WVD POLICY NUMBER (MM/DD/YYYY) POLICY EFF (MM/DD/YYYY) POLICY EXP LIMITS COMMERCIAL GENERAL LIABILITY
EACH OCCURRENCE \$ CLAIMS-MADE OCCUR
DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GEN'L AGGREGATE LIMIT APPLIES PER:
GENERAL AGGREGATE \$ POLICY PRO-JECT LOC
COMBINED (Ea accident) PRODUCTS - COMP/OP AGG \$ OTHER: \$AUTOMOBILE LIABILITY
SINGLE LIMIT \$ANY AUTO
BODILY INJURY (Per person) \$ OWNED SCHEDULED AUTOS ONLY AUTOS NON-OWNED AUTOS ONLY
BODILY INJURY (Per accident) \$PROPERTY (Per accident) DAMAGE

\$ \$
UMBRELLA LIAB OCCUR
EACH OCCURRENCE \$ EXCESS LIAB
CLAIMS-MADE
AGGREGATE \$ DED RETENTION \$ \$ WORKERS COMPENSATION AND EMPLOYERS' LIABILITY

Y / N
ERN / A
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
PER STATUTE OTH- ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? E.L. EACH ACCIDENT
\$

(Mandatory in NH)
E.L. DISEASE - EA EMPLOYEE \$if yes, describe under DESCRIPTION OF OPERATIONS below E.L. DISEASE - POLICY LIMIT
\$

DATE (MM/DD/YYYY)
CANCELLATION
AUTHORIZED REPRESENTATIVE
ACORD 25 (2016/03)

CERTIFICATE OF LIABILITY INSURANCE

7/10/2020

Arthur Insurance J. Gallagher Brokers of & CA. Co. Inc, LIC # 0726293 100 Long Oceangate Beach CA #850 90802
Lejani_Sarian@ajg.com

Federal Insurance Company 20281 Teacher 5482 Argosy Created Avenue Materials, Inc Travelers Casualty and Surety

Company 19038 Huntington Beach CA 92649
1944073246

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HIRED AUTOS ONLY
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10,000,000 10,000,000
A X
Y

71750631 8/17/2019 8/17/2020

1,000,000

1,000,000

1,000,000 B Professional Liability 105959258 8/17/2019 8/17/2020 Per Claim Aggregate 1,000,000 1,000,000

Ref: Policy 4036 Ferguson-Florissant School District is included as additional insured as respects general liability and auto liability

per policy form. Insurance is primary and non-contributory. 30 days' notice of cancellation, except 10 days for nonpayment.

CERTIFICATE HOLDER

Ferguson-Florissant School District 8855 Hazelwood Dunn Road MO 63042-2212

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NAME: CONTACT

(A/C, No): FAX E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE

INSURER F :

NAIC #

INSURER A :

INSURER B :

INSURER C :

INSURER D :

INSURER E :

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

Insured: Teacher Created Materials Inc Insurer: Federal Insurance Company Policy No.: 73569693 Policy

Term: 8/17/2019 - 8/17/2020

COMMERCIAL AUTOMOBILE

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

COMMERCIAL AUTOMOBILE BROAD FORM ENDORSEMENT

This endorsement modifies insurance provided under the following:

BUSINESS AUTO COVERAGE FORM This endorsement modifies the Business Auto Coverage Form.
1. EXTENDED CANCELLATION CONDITION
Paragraph A.2.b. - CANCELLATION~ of the **COMMON POLICY CONDITIONS** form IL 00 17 is deleted and replaced with the following: b. 60 days before the effective date of cancellation if we cancel for any other reason. **2. BROAD FORM INSURED**

A. **Subsidiaries and Newly Acquired or Formed Organizations As Insureds** The Named Insured shown in the Declarations is amended to include: 1. Any legally incorporated subsidiary in which you own more than 50% of the voting stock on the effective date of the Coverage Form. However, the Named Insured does not include any subsidiary that is an "insured" under any other automobile policy or would be an "insured" under such a policy but for its termination or the exhaustion of its Umit of Insurance. 2. Any organization that is acquired or formed by you and over which you maintain majority ownership. However, the Named Insured does not include any newly formed or acquired organization: (a) That is an "insured" under any other automobile policy; (b) That has exhausted its Umit of Insurance under any other policy; or (c) 180 days or more after its acquisition or formation by you, unless you have given us written notice of the acquisition or formation. Coverage does not apply to "bodily injury" or "property damage" that results from an "accident" that occurred before you formed or acquired the organization. B. **Employees as Insureds** Paragraph

A.1. - WHO IS AN INSURED - of SECTION II - LIABILITY COVERAGE is amended to add the following:

d. Any "employee" of yours while using a covered "auto" you don't own, hltre or borrow in your business or your personal affairs. C. Lessors as Insureds

Paragraph A.1. - WHO IS AN INSURED - of SECTION II - LIABILITY COVERAGE is amended to add the following: e. The lessor of a covered "auto" while the "auto" is leased to you under a written agreement if: (1) The agreement requires you to

provide direct primary insurance for the lessor; and (2) The "auto" is leased without a driver, Such leased "auto" will be considered a covered "auto" you own and not a covered "auto" you hire. However, the lessor is an "insured" only for "bodily injury" or "property damage" resulting from the acts or omissions by:

1. You; 2. Any of your "employees" or agents; or 3. Any person, except the lessor or any "employee" or agent of the lessor, operating an "auto" with the permission of any of 1. and/or 2. above. D.

Persons And Organizations As Insureds

Under A Written Insured Contract Paragraph A.1 - WHO IS AN INSURED - of SECTION II - LIABILITY COVERAGE is amended to add the following: f. Any person or organization with respect to the operation, maintenance or use of a covered "auto", provided that you and such person or organization have agreed under an express provision in a written "insured contract", written agreement or a written permit issued to you by a governmental or public authority to add such person or organization to this policy as an "Insured", However, such person or organization is an "insured" only:

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- (1) with respect to the operation, maintenance or use of a covered "auto"; and (2) for "bodily injury" or "property damage" caused by an "accident" which takes place after: (a) You executed the "insured contract" or written agreement; or (b) The permit has been issued to

you. 3. FELLOW EMPLOYEE COVERAGE

EXCLUSION B.5. - FELLOW EMPLOYEE - of 4. SECTION II

- LIABILITY COVERAGE does not apply. PHYSICAL

DAMAGE-ADDITIONAL TEMPORARY

TRANSPORTATION EXPENSE COVERAGE Paragraph A.4.a. - TRANSPORTATION EXPENSES - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to provide a limit of \$50 per day for temporary transportation expense, subject to a maximum limit of \$1,000. **5. AUTO LOAN/LEASE GAP COVERAGE**

Paragraph **A. 4.** - COVERAGE EXTENSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to add the following: c. Unpaid Loan or Lease Amounts In the event of a total "loss" to a covered "auto", we will pay any unpaid amount due on the loan or lease for a

covered "auto" minus: 1. The amount paid under the Physical Damage

Coverage Section of the policy; and 2.

Any:

- a. Overdue loan/lease payments at the time of the "loss"; b. Financial penalties imposed under a lease for excessive use, abnormal wear and tear or high mileage; c. Security deposits not returned by the lessor;
- d. Costs for extended warranties, Credit Life Insurance, Health, Accident or Disability Insurance purchased with the loan or lease; and e. Carry-over balances from previous loans or

leases. We will pay for any unpaid amount due on the loan or lease if caused by: 1. Other than Collision Coverage only if the

Declarations indicate that Comprehensive Coverage is provided for any covered "auto"; 2. Specified Causes of Loss Coverage only if the Declarations indicate that Specified Causes of Loss Coverage is provided for any covered "auto"; or 3. Collision Coverage only if the Declarations indicate that Collision Coverage is provided for any covered

"auto. **6. RENT AGENCY EXPENSE**

Paragraph **A. 4.** - COVERAGE EXTENSIONS - of SECTION III- PHYSICAL DAMAGE COVERAGE is amended to add the following:

d. Rental Expense

We will pay the following expenses that you or any of your "employees" are legally obligated to pay because of a written contract or agreement entered into for use of a rental vehicle in the conduct of your business:

MAXIMUM WE WILL PAY FOR ANY ONE CONTRACT OR AGREEMENT: 1. \$2,500 for loss of income incurred by the

rental agency during the period of time that vehicle is out of use because of actual damage to, or "loss" of, that vehicle, including income lost due to absence of that vehicle for use as a replacement; 2. \$2,500 for decrease in trade-in value of the rental vehicle because of actual damage to that vehicle arising out of a covered "loss"; and 3. \$2,500 for administrative expenses incurred by the rental agency, as stated in the contract or agreement. 4. \$7,500 maximum total amount for paragraphs

1., 2. and 3. combined. **7. EXTRA EXPENSE - BROADENED COVERAGE**

Paragraph **A.4.** - COVERAGE EXTENSIONS - of SECTION III - PHYSICAL DAMAGE COVERAGE is amended to add the following: e. Recovery Expense

We will pay for the expense of returning a stolen covered "auto" to you. **8. AIRBAG COVERAGE**

Paragraph B.3.a. - EXCLUSIONS - of SECTION III! - PHYSICAL DAMAGE COVERAGE does not apply to the accidental or unintended discharge of an airbag, Coverage is excess over any other collectible insurance or warranty specifically designed to provide this coverage. **9. AUDIO, VISUAL AND DATA ELECTRONIC**

EQUIPMENT - BROADENED COVERAGE

Paragraph C.1.b. - LIMIT OF INSURANCE - of SECTION III - PHYSICAL DAMAGE is deleted and replaced with the following: b. \$2,000 is the most we will pay for "loss" in any one "accident" to all electronic equipment that reproduces, receives or transmits audio, visual or data signals which, **at** the time of "loss", is: (1) Permanently installed in or upon the

- covered "auto" in a housing, opening or other location that is not normally used by the "auto" manufacturer for the installation of such equipment:
- (2) Removable from a permanently installed

housing unit as described in Paragraph 2,a. above
or is an integral part of that equipment; or (3) An
integral part of such equipment.

10. GLASS REPAIR - WAIVER OF DEDUCTIBLE

Form: 16-02-029.2 (Rev. 11-16) Page 2 of 3 "Includes copyrighted material of Insurance Services
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their Under Paragraph D. - DEDUCTIBLE - of
rights of recovery against such person or SECTION III- PHYSICAL DAMAGE COVERAGE
organization under a contract or agreement the following is added:
that is entered into before such "loss". No deductible applies to glass damage if the glass
To the extent that the "insured's" rights to is repaired rather than replaced. **11. TWO OR MORE DEDUCTIBLES**
recover damages for all or part of any payment made under this insurance has not Paragraph D.- DEDUCTIBLE - of SECTION
III -

been waived, those rights are transferred to PHYSICAL DAMAGE COVERAGE is amended to
us. That person or organization must do add the following:
everything necessary to secure our rights and If this Coverage Form and any other Coverage
must do nothing after "accident" or "loss" to Form or policy issued to you by us that is not an
impair them. At our request, the insured will automobile policy or Coverage Form applies to the
bring suit or transfer those rights to us and same "accident", the following applies:
help us enforce them. 1. If the deductible under this Business Auto
Coverage Form is the smaller (or smallest)

14. UNINTENTIONAL FAILURE TO DISCLOSE deductible, it will be waived; or
HAZARDS 2. If the deductible under this Business Auto
Paragraph B.2. - **CONCEALMENT**, Coverage Form is not the smaller (or smallest)
MISREPRESENTATION or FRAUD of SECTION deductible, it will be reduced by the amount of
IV- BUSINESS AUTO CONDITIONS - is deleted the smaller (or smallest) deductible.
and replaced with the following:

12. AMENDED DUTIES IN THE EVENT OF ACCIDENT, CLAIM, SUIT OR LOSS

If you unintentionally fail to disclose any hazards existing at the inception date of your policy, we will not void coverage under
this Coverage Form Paragraph A.2.a. - DUTIES IN THE EVENT OF
because of such failure. AN ACCIDENT, CLAIM, SUIT OR LOSS of SECTION IV - BUSINESS AUTO CONDITIONS is

15. AUTOS RENTED BY EMPLOYEES deleted and replaced with the following:
Paragraph B.5. - OTHER INSURANCE of a. In the event of "accident", claim, "suit" or
SECTION IV - BUSINESS AUTO CONDITIONS - "loss", you must promptly notify us when the
is amended to add the following: "accident" is known to: (1) You or your authorized representative, if
e. Any "auto" hired or rented by your "employee" on your behalf and at your direction will be you are an individual; (2) A
partner, or any authorized

considered an "auto" you hire. If an "employee's" personal insurance also applies representative, if you are a partnership;
on an excess basis to a covered "auto" hired (3) A member, if you are a limited liability
or rented by your "employee" on your behalf company; or (4) An executive officer, insurance manager,
and at your direction, this insurance **will** be primary to the "employee's" personal or authorized representative, if you are an
insurance. organization other than a partnership or

16. HIRED AUTO - COVERAGE TERRITORY limited liability company. Knowledge of an "accident", claim, "suit" or
"loss" by other persons does not imply that the persons listed above have such knowledge. Notice to us should include: (1) How,
when and where the "accident" or
"loss" occurred; (2) The "insured's" name and address; and (3) To the extent possible, the names and

addresses of any injured persons or **witnesses.** **13. WAIVER OF SUBROGATION**

Paragraph A.5. - TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US of SECTION IV - BUSINESS AUTO CONDITIONS is deleted and replaced with the following:

Paragraph 8. 7.b.(5). - POLICY PERIOD, COVERAGE TERRITORY of SECTION IV - BUSINESS AUTO CONDITIONS is deleted and replaced with the following:

(5) A covered "auto" of the private passenger

type is leased, hired, rented or borrowed without a driver for a period of 45 days or less; and **17. RESULTANT MENTAL ANGUISH COVERAGE**

Paragraph C. of - SECTION V- DEFINITIONS is deleted and replaced by the following: "Bodily injury" means bodily injury, sickness or disease sustained by any person, including mental anguish or death as a result of the "bodily injury" sustained by that person. 5. We will waive the right of recovery we would otherwise have against another person or organization for "loss" to which this insurance applies, provided the "insured" has waived

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Liability Insurance

Endorsement

Policy Period

This Endorsement applies to the following forms:

Effective Date

GENERAL LIABILITY

Policy Number

Insured

Who Is An Insured

Name of Company

Additional Insured - Scheduled Person Or

Date Issued

Organization

AUGUST17,2019 TO AUGUST17,2020

AUGUST 17, 2019

3594-23-35 WUC

TEACHER CREATED MATERIALS INC

FEDERAL INSURANCE COMPANY

AUGUST 19, 2019

obligated pursuant to a contract or agreement to provide them with such insurance as is afforded by this policy,

Liability Insurance Form 80-02-2367 (Rev. 5-07)

Under Who Is An Insured, the following provision is added,

Persons or organizations shown in the Schedule are insureds; but they are **Insureds** only if you are. However, the person or organization is an **Insured** only:

*Additional Insured - Scheduled Person Or Organization
Continued Endorsement Page 1*

- if and then only to the extent the person or organization is described in the Schedule;
- to the extent such contract or agreement requires the person or organization to be afforded status as an **insured**;
- for activities that did not occur, in whole or in part, before the execution of the contract or agreement; and
- with respect to damages, loss, cost or expense for injury or damage to which this insurance applies. No person or organization is an **insured** under this provision:

that is more specifically identified under any other provision of the Who Is An Insured section (regardless of any limitation applicable thereto), with respect to any assumption of liability (of another person or organization) by them in a contract or agreement. This limitation does not apply to the liability for damages, loss, cost or expense for injury or damage, to which this insurance applies, that the person or organization would have in the absence of such contract or agreement,

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Liability Endorsement *(continued)*

Conditions

Other Insurance - Primary, Noncontributory

*Insurance - Scheduled Person **Or** Organization*

Is afforded by this policy, then in such case this insurance is primary Wld we will not **seek** contribution from insurance available to such person or organization.

L/ab/1/ly Insurance Form 80-02-2367 (Rev, 5-07)

Under Conditions, the following provision is added to the condition titled Other Insurance.

If you are obligated, pursuant to a contract or agreement, to provide the person **or** organization

shown in the Schedule with primary insurance such as *Schedule*

Add/Ilona/ Insured - Scheduled Person Or Organization last page Endorsement Page 2

Persons or organizations that you are obligated, pursuant to a contract or agreement, to provide with such insurance as is afforded by this policy,

All other terms and conditions remain unchanged.

Authorized Representative

Head & Heart: An expanded approach to meeting students' needs as schools reopen

Published June 2020

Today we find ourselves at a unique moment in time. We are living through unprecedented, nationwide school closures and economic uncertainty from COVID-19. The recent killings of George Floyd, Rayshard Brooks, Breonna Taylor, Ahmaud Arbery, and countless other Black people have thrown systemic racism and police brutality into sharp relief. Against the backdrop of these “twin pandemics”—racism and COVID-19—school and system leaders across the country are asking, “How do we reopen schools and re-engage students, their families, and the community?”

The work ahead requires a fully integrated approach to academic and social-emotional development. And in order to meet our vision for educational equity, we must directly acknowledge and address issues of racial equity.

There is a palpable urgency to serve students well as districts develop operations plans to ensure student health and safety for the 2020-2021 school year. In addition to addressing learning loss due to school closures and recognizing potential trauma resulting from the COVID-19 crisis, educators must take action against the deep-rooted racial injustices people of color have experienced for generations. This includes accepting responsibility for the ways in which schools and school systems have perpetrated harm against students, their families, and the community. We **all** share a collective opportunity to create systems that respond to the underlying issues of racism that have led to consequences such as the weaponization of ICE officers against Latinx families and the humiliation, criminalization, physical harm, and higher suspension rates inflicted against Black children and other children of color.¹ To provide more equitable experiences for all young people, we must support students' academic and social-emotional development in ways that are responsive to this current context.

“We’re not only at a COVID-19 moment. We’re at a post-George Floyd moment. These twin pandemics we’re experiencing are unique moments, and I’m not sure we’ve ever seen any moment like this in human history.”

Dr. Muhammad Khalifa

Robert H. Beck Chair of Ideas in Education
Professor, Organizational Leadership, Policy and
Development, University of Minnesota,

inspired from a conversation with

Dr. Megan Bang

Professor of Learning Sciences, Northwestern U. and
Senior Vice President at the Spencer Foundation

To be clear, this will require deep and adaptive work. There are no quick fixes or checklists that will lead to immediate solutions. At the same time, working for educational equity requires three processes that are sequential as well as iterative: *learn*, *unlearn*, and *advocate*. These processes should occur across stakeholders, from students, to teachers, to school and system leaders, to families and community members.



Learning involves listening, observation, immersion, reflection, and data analysis. Understanding and triangulating data from these key activities will help leaders overcome the dominance of a single narrative and the entrenched biases that have hindered many well-meaning reforms. Leadership researchers have documented the pressure to solve problems quickly and move to action. People tend to deprioritize diagnosis, collecting data, exploring multiple possible interpretations of the situation, and alternative potential interventions in order to settle on a solution.² However, inattention to and ignorance of historical and systemic context will position leaders to retrofit reforms on inequitable practices. Additionally, leaders will be positioned for transactional and inauthentic relationships void of the depth that comes from self-reflection and an appreciation of the beauty and struggles of the people we serve.³

Unlearning involves dismantling old practices and beliefs. It is a process of being influenced by new understandings. On the topic of unlearning, Mark Bonchek writes, “Unlearning is not about forgetting. It’s about the ability to choose an alternative mental model or paradigm. When we learn, we add new skills or knowledge to what we already know. When we unlearn, we step outside the mental model in order to choose a different one.”⁴

Advocating involves acting on the developing consciousness of the stories, identities, strengths, and needs of the students and families we serve. Leaders will create space for students, teachers, and families to reflect a culture of learning while recognizing and responding to bias.

Fostering student academic and social-emotional development through a racial equity lens has always been what’s right for children, but recently this conversation has leapt to the forefront. In polling data from April 2020, nearly 9 in 10 parents were worried about their children falling behind academically due to coronavirus-related school closures, and 8 in 10 parents said their children were experiencing heightened stress levels.⁵ In May, the killing of George Floyd renewed and heightened conversations about police violence and systemic racism nationwide and within the education community—from school and system leaders, to education organizations, to teachers, students, and parents. In our conversations with parents and educators, we hear adults who are anxious about students falling behind, are overwhelmed by how best to support them, and are angry and heartbroken by the immense systemic barriers in our educational system.

“It will be important to take stock of the experiences our students have gone through during this unprecedented time. Now more than ever, **social and emotional learning must be woven into the structure of our student experiences** whether they occur in-person or remote.”

Jessica Skwir
 Director of School Leadership
 AUSL (Academy of Urban School Leadership)

We must resist thinking in siloed terms when it comes to social-emotional learning (SEL), academics, and equity. Rather, these elements of our work as educators and partners go hand in hand.

SEL and academic development are inextricably linked.⁶ Academic instruction has social, emotional, and cognitive dimensions, and we know from research that SEL practices are best suited when integrated into the academic experience.⁷ A solid body of scientific evidence confirms that SEL is important for a host of academic outcomes, as students require a set of skills and mindsets in order to engage rigorously in academic content.⁸ SEL is also important in its own right: to foster students’ development as whole and healthy human beings. Taken together, this research demonstrates that success in life requires both academic and social-emotional skills.⁹ When students develop these interconnected sets of competencies, skills, and mindsets, and the adults that work with them cultivate and practice social

“Rather than being pursued as two separate bodies of work, the field needs to identify ways in which equity and social, emotional, and academic development can be mutually reinforcing. **To accomplish this requires examining issues of race directly;** this can be difficult and uncomfortable, but we cannot avoid race and let the challenges go unacknowledged and, therefore, inadequately addressed.”

The Aspen Institute
 Pursuing Social and Emotional Development
 Through a Racial Equity Lens: A Call to Action

and emotional skills, entire school communities are more able to thrive.

We must recognize that we cannot do this work outside of sociopolitical and racial context. Our educational system is the product of a complex and interconnected history of racism and bias. Instruction and learning—both social-emotional and academic—requires us to acknowledge and address institutional racism.¹⁰ Avoiding or improperly contextualizing issues students face undermines the purpose of an integrated approach to SEL and academics, and it may perpetuate a “failure narrative” that assumes, for instance, that students of color need SEL more than others.¹¹ In the words of Cierra Kaler-Jones, “we are not fulfilling the true promise of SEL if we continue to use it as another form of policing under the empty promises of words that feel and sound good.”¹² To do this work, we must directly examine issues of race. An instructional approach not grounded in [racial equity](#) will only perpetuate injustice and inequity.¹³

Integrally tied to this work, and crucial as students begin to return to school, is the adoption of trauma-informed practices that respond to the needs of students and families who have experienced unprecedented uncertainty, stress, and trauma. This is particularly true for Asian and Asian-American students who have disproportionately experienced targeted racism as a result of COVID-19 and for Black and African-American students who are experiencing higher death rates caused by the racial disparities in our society or trauma as a result of systemic racism and racialized violence.

A trauma-informed approach supports all students—those who have been identified as experiencing trauma and those who have not—by fostering a learning environment that supports wellness and is sensitive to the impact of trauma. Specifically, using trauma-informed practices in the classroom ensures that all students feel supported and connected; are comfortable exploring their strengths and identities; can exercise their agency; can develop meaningful, positive relationships with adults and peers; and have access to mental health support.

Trauma: An experience of an actual, perceived, or threatened negative event, or series of events, that causes emotional pain and a sense of feeling overwhelmed.

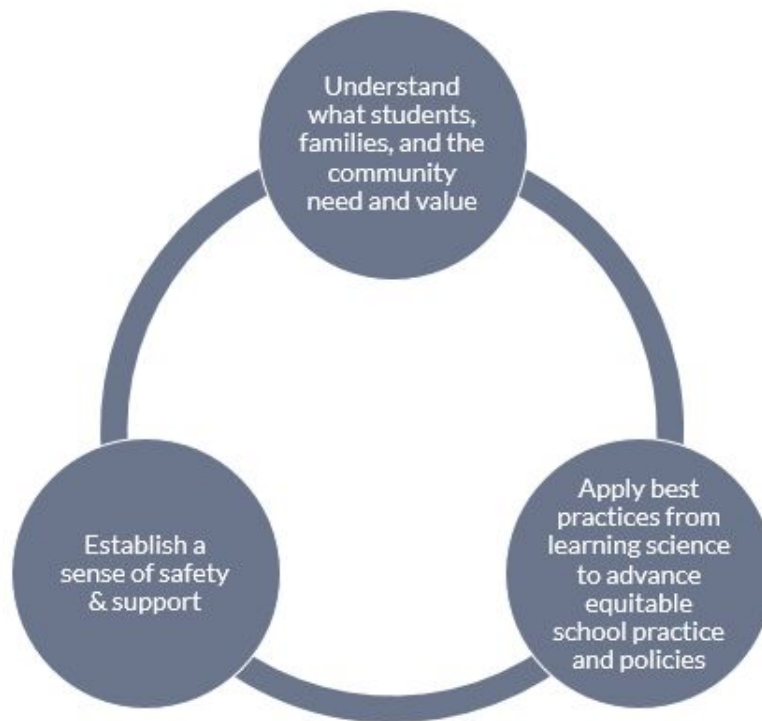
Trauma-informed approach: A program, organization, or system that realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization.

*Substance Abuse
and Mental Health Services
Administration (SAMHSA)*

Racialized trauma: The cumulative effects of racism on one’s mental health and the disproportionate impact of trauma on a racial group.

Championing equity and pursuing justice for students, specifically students who have been traditionally underserved by our education system, will require an adaptive approach. There is no cookie-cutter solution that will apply to all school contexts. As a starting point, however, to support leaders in adopting an integrated and equity-informed approach to social-emotional learning and academic instruction, we provide three foundational principles below. For each, consider the questions or information you need in order to *learn*, *unlearn*, and *advocate* within your school or system and broader community.

Principles for a comprehensive approach to social, emotional, and academic development



Principle 1: Understand what students, families, and the community need and value

When schools reopen, it will be critical to collect, analyze, and act on a variety of information while supporting students and staff engaged in meeting students’ needs. As outlined in the recent [guidance](#) for assessing students, now is the time to reconsider the purpose of assessments and how they may have been used in the past. This requires thinking beyond traditional assessments and planning for the qualitative and quantitative data needed to guide decisions. Student, family, and community voice is particularly important to ensure students are heard and their perceptions are incorporated into decision-making. Furthermore, it is crucial that data are equitably collected, analyzed, and reported,

with an explicit focus on examining the results for students who are most marginalized, have experienced trauma and/or racialized trauma, and have diverse learning and language needs.

Engage further: As you seek to *learn, unlearn, and advocate* in response to principle 1, consider the following questions:

- Whose voices or interests have been most (and least) represented when learning about the needs and values of our community?
- What are the most pressing student needs I observed (and that students, families, and caregivers confirmed)? How might I address those needs, in a way that shares power and decision making?
- In what ways are our current assessments only capturing strengths of a white, middle-class culture?
- In what ways does our reporting system or our data interpretation perpetuate inequities in student achievement and development?



Principle 2: Establish a sense of safety and support

Students in a school community need to feel physically, socially, emotionally, and academically safe and supported in order to fully engage, take risks, learn, and grow. Educators must examine whether all students experience safety and support or whether students of certain racial/ethnic and gender groups are more likely to do so. Additionally, leaders should prioritize support and resources for students who have experienced and continue to experience trauma and racialized trauma.

Engage further: As you seek to *learn, unlearn, and advocate* in response to principle 2, consider the following questions:

- Does every student in our school have a strong relationship with at least one adult?
- Are there differences in students’ perceptions of safety, fairness, and expectations by race/ethnicity, poverty-level, ELL status or disability status?
- Does our school have a management system based on prevention and changing behaviors, rather than reaction and punishment?



Principle 3: Apply best practices from learning science to advance equitable school practice and policies

We know from the science of learning and development that all individuals learn best from actively participating in experiences they can reflect on and make meaning from while in a safe, nurturing environment.¹⁴ Active engagement and reflection should be rooted in developmentally appropriate, culturally relevant, trauma-informed, and student-centered best practices. An asset-based lens that intentionally addresses equity and inclusivity must be at the foundation of student learning.

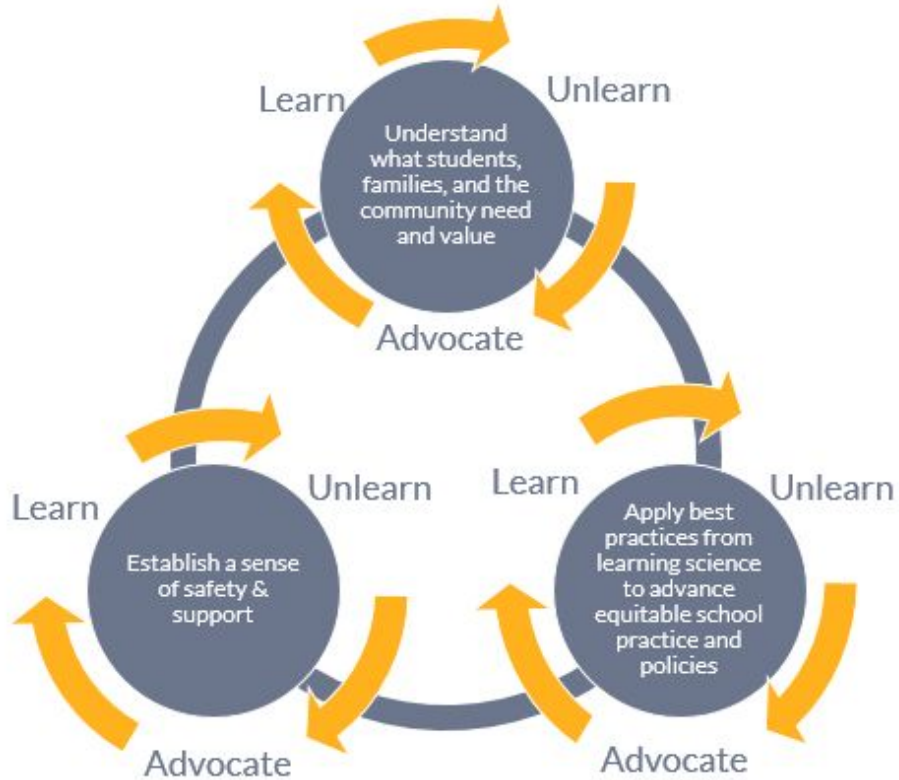
Engage further: As you seek to *learn*, *unlearn*, and *advocate* in response to principle 3, consider the following questions:

- Do our resources and curriculum employ culturally responsive practices to ensure all students can access the content and see its relevance?
- Do educators leverage a variety of learning strategies from cognitive research to maximize all students' learning?
- In what ways do implicit and explicit bias show up in our teaching and leading, and how can we eradicate those biases?
- Do our academic systems and policies limit opportunities for students in poverty and students of color to access courses with greater academic rigor? How might we prioritize equity-centered practices and policies?



By engaging in a process to learn, unlearn, and advocate with these principles, schools and systems can focus on establishing an environment—in-person or virtual—in which they authentically integrate equity-informed social-emotional learning with academic instruction. While context and needed outcomes will be as varied as districts themselves, below are a few examples of shifts that could illustrate an equity-informed approach to this work:

- A new assessment system that recognizes the strengths of all students, incorporating student and family voice, with results oriented toward system-level (rather than student-level) change.
- An environment in which all students and staff feel valued and respected, and have a sense of belonging that allows them to thrive academically, socially, and emotionally.
- A school in which all students are held to high expectations; can access the content, coursework, and strategies to optimize their learning; and see relevance in their coursework.



We can no longer be satisfied with tinkering around the edges of educational justice for children and making incremental changes against the status quo. We must reexamine our work and recognize that what we’ve done up until now isn’t yet sufficient. We can do better, we can be braver, and we must take a stronger stance in supporting school and system leaders to create more humanizing environments for children.

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[Staff Survey Implementation Recording](#)

Passcode: jE#E20&C

During today's session we will give you time to do the survey. It takes about 30 minutes. Below are some helpful tips:

- Once you complete the survey click "Finish" when done.
- If you don't finish please do not close the tab. In order for the survey to remain anonymous, it cannot have a save feature.
- The link to the survey: For staff - bit.ly/fergflorstaff

These two documents are mentioned in the survey. You may want the option of looking at it ahead of time.

- [Equity Literacy for Educators](#)
- [Continuum Of Becoming An Anti-Racist Multicultural Institution](#)

**FERGUSON-FLORISSANT SCHOOL DISTRICT REQUEST FOR PROPOSAL Professional
Development for *Social Justice for Anti-Racist Schools*
CERTIFICATION FORM**

The Ferguson-Florissant School District (District) will accept proposals for Professional Development for ***Social Justice for Anti-Racist Schools*** as described in the attached request. Qualified organizations are invited to submit copies of a proposal as described herein.

PROPOSALS SHALL BE LABELED "PROPOSAL-Professional Development for *Social Justice for Anti-Racist Schools*"

AND ADDRESSED TO:

**Liz Davenport, Executive Director of Professional Learning Ferguson-Florissant School
District 8855 Dunn Road Hazelwood, MO 63042**

PROPOSAL MUST BE RECEIVED BY: 2:00pm, Friday, July 24, 2020

**Questions may be directed to Liz Davenport Phone: 314-824-2054 Email:
edavenport@fergflor.org**

The Ferguson-Florissant School District reserves the right to reject any and all proposals, to waive technical defects, and to select the proposal deemed most advantageous to the District. The undersigned certifies that he/she has the authority to bind this company in an agreement to supply the service or commodity in accordance with all terms and conditions specified herein. Please type or print the information below. **Respondent is required to complete, sign and return this form with the proposal.**

Company Name Insight Education Group

Authorized Person Anissa Rodriguez

Address 15760 Ventura Blvd., Suite 700
Dickerman

Signature

City, State, Zip Encino, CA 91436

Title

Chief Strategy Officer

Tax ID# 27-0038418

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1-800-935-7022, x130

Entity Type S Corporation

Email

dickerman@insighteducationgroup.com

Proposa

|

Professional Development for Social Justice for Anti-Racist Schools

Presented to Liz Davenport, Executive Director of Professional Learning Ferguson-Florissant School District, Missouri

July 24,
2020

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School District

Dear Ms. Davenport:

Insight Education Group is pleased to present this proposal in hopes of partnering with Ferguson-Florissant School District to provide social justice professional development for all school staff in order to enact equitable practices that allow all students access to a high quality education.

The service offerings described are based on over 19 years of development, implementation, and evaluation of educational initiatives. We are a leading voice in the national conversation on College- and Career-Ready Standards and educator effectiveness, and have developed award-winning programs and resources that are used in schools and districts across the country. However, it is our commitment to providing a partner-driven professional development process— rather than relying on “ready-made” programs— that sets us apart from others and gets great results.

Insight’s staff consists of former classroom teachers, instructional support staff, school leaders and high-level district leaders, each with outstanding records of success. Our partners know we have walked in their shoes and that we understand the challenges, nuances, and opportunities of implementing large-scale systems and initiatives. Key members of our team, including Kathleen England, Britt Britton, and myself, look forward to carrying out this work.

While the following proposal presents offerings based upon our understanding of Ferguson-Florissant School Districts’ needs, it is always our practice to engage with partners to determine the best scope and sequence of services within desired timelines and budgets. We look forward to working together with you to find the right solutions to reach your goals.

Respectfully

Anissa Rodriguez Dickerman, Chief Strategy
Officer

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School District

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Section A: Basic Information

Name of Organization:

Insight Education Group

Size and organization of the company:

Insight currently has 22 full-time employees. Please see Appendix A for Insight's organizational chart.

Direct Mailing Address:

Insight Education Group, Inc.
15760 Ventura Blvd. Suite
700 Encino, CA 91436

Overview of Organization History

Led by Dr. Michael Moody, Jason Stricker, and Jason Culbertson, Insight Education Group is an international educational consulting organization that partners with education leaders to develop aligned strategies and provide embedded supports to facilitate teacher growth and positively impact student achievement. Since 2000, we have supported schools, districts, charter management organizations and states through some of their largest challenges, including:

- successfully turning around chronically under-performing schools,
- fostering school cultures around mentoring, coaching, collaboration, and shared knowledge and skills,
- developing guidance for programmatic development and sustainability of initiatives,
- supporting teachers and educational leaders with innovative tools to continue professional learning,
- training aspiring and current educational leaders to be strategic and establish priorities for positive change, and

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School District

- helping to change the culture of teacher growth to one of trust.

Through our partnerships with states, districts, and schools across the country, such as District of Columbia Public Schools, the Syracuse City School District, and Guilford County Schools, Insight has brought thousands of educators' practices to the next level. We have developed award-winning systems and solutions that are used in schools and districts in the United States and abroad, but it is our commitment to a partner-driven implementation process that sets us apart from others and gets the right results.

The efficacy of our work has been documented in prominent studies like the Bill and Melinda Gates Foundation's *Measures of Effective Teaching Project* and *The Best Foot Forward Project* from Harvard's Center for Education Policy Research. We have been featured in Education Week, T.H.E. Journal, eSchool News, District Administration, Scholastic, Tech & Learning, and EdSurge.

Furthermore, we regularly collaborate with foundations and organizations including the US Department of Education, The Aspen Institute, and The Broad Foundation on issues related to school leadership, academic strategy, standards-based instruction, professional learning, and educator effectiveness.

Most recently, Insight was awarded a Teacher and School Leader Incentive Grant from the US Department of Education for our Empowering Educators to Excel (E3) program, a partnership that provides 47 schools in Delaware, Indiana, South Carolina, and Texas the opportunity to work together in a networked improvement community (NIC) context.

A guiding principle of our work is to build on the synergy of multiple stakeholders and departments to effectively build educators' capacity and implement complex initiatives while avoiding unnecessary duplication of efforts. We do not simply facilitate meetings; we bring our experience and perspective to the discussion with our partners to ensure that their decisions are informed and will have the greatest impact. Our breadth of knowledge and experience as providers of diagnostic services, technical assistance, and professional learning gives us the unique ability to see the bigger picture and align all of our work to a partner's vision for success.

Section B: Vendor Personnel Profile

As former teachers, school leaders and high-level district administrators, our team appreciates the challenges, nuances, and opportunities of implementing small and large-scale systems and

initiatives. Additionally, we require that all of our team members engage in ongoing professional learning to continuously hone skills and remain current on best practices.

Insight's unique structure allows us to assign to this project a specialized team equipped with the experience and expertise needed to ensure high quality, flexible support. Specific roles and responsibilities of each team member assigned to a contract are reflected below:

Executive Sponsors include Insight's principals and executive team members, who ensure contract fulfillment, oversee all elements of service delivery and communicate regularly with project staff and partners to guarantee optimal results. Executive Sponsors have extensive backgrounds in education, as well as specific experience managing large contracts in this capacity.

For this project, Anissa Rodriguez Dickerman and Michael Moody will serve as the executive sponsors.

Partnership Managers have direct responsibility for contract deliverables and serve as the primary point of contact for partners. Partnership Managers hold senior positions within our organization and have strong backgrounds as teachers and administrators. Insight's Partnership Managers have previous experience working district level contracts. Their primary responsibilities include facilitating meetings, preparing status reports, completing or delegating tasks, convening stakeholder groups, monitoring project milestones and budget and delivering professional development.

For this project, Kathleen England will serve as the partnership manager.

Associates work directly with partners to plan and deliver high-quality, engaging professional learning experiences. They are assigned to work based on their backgrounds in education, ensuring all services are led by team members with experience and success in similar work. We recruit only seasoned former teachers and administrators and ensure they are equipped with the resources to effectively promote the growth of educators.

For this project, Britt Britton will serve as the associate.

Analysts provide a variety of support to project teams, including project management, data analysis and research, and presentation preparation. Analysts have experience in project management and research.

School District

For this project, Jessica Wilson will serve as the analyst.

Please see Section J for resumes and qualifications of all individuals who will be working with the district.

Section C: Vendor Experience Profile

We begin every engagement with a thorough implementation planning process to clarify goals and establish agreed-upon timelines and deliverables for the work. Weekly Status Reports will be developed and sent by the Partnership Manager to identified project stakeholders to ensure open communication. Regular Executive Check-Ins will also be scheduled and held between District project leaders and Insight's Executive Sponsor to make any necessary modifications and further guarantee the success of the work.

We also consistently seek feedback from stakeholders through a variety of mechanisms, including focus groups and partner surveys, and make appropriate adjustments to our services.

Below is a snapshot of our most recent Partner Satisfaction Survey results.

Experience in Culturally Responsive Training

Insight has been leading efforts related to race and bias in schools and districts for several years and understands the specific needs and opportunities related to teaching and leading diverse students and communities. Specifically, we believe deeply that every adult and child benefits from open conversations about race and bias. We also believe that everyone would benefit from a more diverse workforce, specifically a greater number of teachers and leaders of color leading classrooms and schools. As a result, we have worked to create a pipeline of teachers and leaders of color for schools and districts through such efforts as our Educator

Exchange hosted in Greensboro in which we brought together leaders from HBCUs and school districts across the country to create partnerships among them and ultimately create a stronger pipeline of teachers and leaders of color. We have also worked directly with schools on various initiatives related to equity, including developing culturally responsive instruction, creating strategic plans with a focus on equity, developing district wide equity plans, and engaging senior leadership teams in equity trainings.

As part of our work leading culturally responsive training, Insight develops agendas with clear objectives, assigns relevant pre-work that includes the most up to date research and trends, and tailors each session to the specific context and needs of the district. To ensure that learning and growth continues outside of the training sessions, Insight also utilizes readings and reflection activities that are completed between sessions.

Additionally, Insight has conducted intensive culturally responsive trainings and equity training for its own staff internally. Our team went through deep, internal training on race and bias and utilized the Courageous Conversations process (Singleton and Linton, 2006)¹. In 2019, Insight established Equity Professional Learning Communities (PLCs) within our team. The objective of these PLCs is to engage in activities and dialogue that directly address race/equity for the betterment and development of ourselves and our colleagues in order to help ensure we are individuals and an organization that model the culture we hope to build in schools and that we play a role in dismantling the effects of racism and bias (conscious and subconscious) in schools, districts, and communities. In addition to these PLCs, Insight established smaller Equity Triads (made up of 3 team members) that meet monthly to work through and debrief equity activities. Each team member also has an Equity Journal for personal, ongoing reflection.

¹ Singleton, Glenn E.Linton, Curtis. (2006) *Courageous conversations about race :a field guide for achieving equity in schools* Thousand Oaks, Calif. : Corwin Press.

Culturally Responsive Training for Districts

Insight has worked with multiple school districts on critical equity work and has provided culturally responsive trainings. In addition to supporting districts with professional development for their staff, we have incorporated a focus on equity in many of our other district supports. Highlights of our experience are included below.

Colonial School District

Since 2019, Insight has partnered with Colonial School District in Delaware to create an aligned approach to equity work in the district. Insight is currently leading a series of trainings focused on equity for its Superintendent's Cabinet (District Senior Leadership Team). Trainings include sessions on Courageous Conversations (Singleton and Linton, 2006)², individual reflections and self-assessments, and systemic racial equity leadership. This partnership also established a District Equity Team, which meets monthly to move forward equity work across the district. As a result of this engagement, an Equity Workgroup (intersection of the Equity Team, Educator of Color Council, and Equity Practitioner Program) has also emerged. The Workgroup also meets monthly with an intentional focus on implementing an equity audit, developing the framework for professional learning, and establishing the long term plan for equity and excellence across the district.

Guilford County Schools (NC)

Insight has partnered with the Guilford County School District on multiple projects since 2018. In 2019, Insight developed and implemented a transformative leadership academy specifically for Black male aspiring leaders. Insight developed a cohesive curriculum that focused on aspiring leaders and connected content from the academy to other leadership training and support programs in Guilford County Schools in order to ensure a cohesive leadership experience for individuals moving through the leadership pipeline in the district. Additionally, Insight supported Guilford County Schools to revise their strategic plan to include a focus on equity and also provided curriculum support around Culturally Responsive Instruction.

Empowering Educators to Excel (E3) Districts

Insight has extensive experience supporting districts in building year-long, multi-stakeholder, and equity-driven recruitment systems to attract and retain effective teachers to their schools. As part of our 2017 Teacher and School Leader Incentive grant, Empowering Educators to

² Singleton, Glenn E., Linton, Curtis. (2006) *Courageous conversations about race :a field guide for achieving equity in schools* Thousand Oaks, Calif. : Corwin Press.

Excel (E3), we supported 5 districts across the country to implement 21st century recruitment systems that yielded significant results in just a short period of time. All five districts saw a rise in the number of new teachers of color by just the third year of the grant. Notably, Gainesville ISD tripled its percentage and Colonial School District doubled its percentage of newly hired teachers of color. These are promising results, as research consistently shows that children of

color achieve more when they are taught by effective teachers of color.³

List of Equity Focused Keynotes and Presentations

- *Race and Equity: Are We Really Okay?*, Dr. Michael Moody (Keynote from 2020 National Education Leaders' Workshop)
- *Conversations on Race and Equity*, Dr. Michael Moody
- *Strategic Planning for Equity*, Jason Stricker
- *Race and Equity: Moving from Conversations to Actions*, Dr. Michael Moody
- *Equity Workshop*, Dr. Michael Moody & Kathleen England

³ Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

Section D: Scope of Work and Draft Project Schedule

Insight understands Ferguson-Florissant School District's need for effective professional development for its *Social Justice for Anti-Racist Schools* Program. Our embedded supports and services will ensure that learning, development, and growth occur both during and beyond the five training sessions.

For years, equity work has centered primarily (and necessarily) on our students - their race, culture, socio-economic status, and identity. However, too often, educators were not part of the equation. Placing equity at the center of our practice means we must build structural, individual, and collective consciousness among teachers and leaders around issues related to racism, bias, and power, and the ways in which they interact to undermine equitable education for the students we serve. Using the latest research, we must critically examine and investigate the biases we hold and those present in our society as we seek to become equity-conscious educators and school systems. We must feel empowered to discuss sensitive topics such as systemic racial disparities amongst our peers.

Equity Audit

In order to develop a clear set of guiding principles in which to ground the work around Social Justice that aligns with the district's core values and priorities, we recommend beginning our engagement with an Equity Audit. This will be a deep dive into the district's data and community context students and teachers individually and collectively face. This includes:

- Examination of achievement disparities by race and other factors including students identified for inclusion in special education, gifted education, and participation in Advanced Placement, Dual Enrollment, or Early College Experience opportunities, e.g. programs
- Examination of existing equity initiatives or practices and an analysis of their success
- Analysis of curriculum through an equity lens
- Self-assessments, stakeholder feedback sessions, and individual interviews that measure how your students and teachers *perceive* their daily experiences
- Assessment of environmental factors impacting your students which your team may not be currently addressing
- Review of teacher and leadership demographics to analyze whether the percentage of teachers and leaders of color is representative of the student body

Once completed, this report will be presented to school staff and other stakeholders so that, together, we can find the best path forward and ensure social justice and equity work is sustained beyond the professional development trainings with school staff. The findings of the Equity Audit will be both embedded into the sequence of professional development sessions throughout the 20-21 school year, but also will inform a district wide equity plan that will drive this work beyond 20-21. The results of the Equity Audit will be shared with school staff at the November 3rd training session. In addition to the district equity plan, each school and/or department will also use the information from the Equity Audit to inform their own tailored equity plan for their individual school building or department. This will ensure ownership of the work, and that initiatives are customized to each school's staff and student body, or specific department.

Equity Plan

In addition to the Equity Audit, we recommend developing a district Equity Plan. With input from stakeholders, Insight will help the district create a roadmap for synthesizing the existing initiatives into a plan of action with equity at its core. Insight will also review the district's current Strategic Plan(s) to ensure equity goals are built into the district's priorities and future leadership, and align with the existing Ferguson-Florissant Strategy Map (i.e. integrating equitable goals and initiatives within Fiscal Responsibility, Talent Management, School Infrastructure and Processes, Stakeholder and Community Engagement, Classroom and School Climate, and Accreditation and Student Achievement). This will:

- Incorporate Equity and Consciousness-Building work into existing Professional Learning Communities to amplify current professional development efforts.
- Cultivate a Networked Improvement Community to share best practices with others engaged in similar work.
- Set ambitious, but realistic goals to measure the growth of your organization.
- Prioritize initiatives so that smaller, attainable goals help build towards success in larger projects.

Through the creation of the district Equity Plan, we will develop a clear set of guiding principles in which to ground the work around Social Justice and equity that aligns with district core values and priorities. This work will also include creating a professional development plan for Ferguson-Florissant staff for the 2021-2022 and 2022-2023 school years.

Below is a brief outline of the proposed engagement for the next three years:

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- Year 1: Equity Audit, Equity Plan development, and overview training for entire district staff focused on Cultural Competence skills
- Year 2: Affinity groups, monthly equity sessions, and creation of District Equity Team to deepen work and allow for meaningful self-awareness and self-reflection activities
- Year 3: Focus on equity-driven recruitment and retention systems and diverse leadership development

Professional Development for School Staff

The focus of our engagement will be on providing professional development trainings to all Ferguson-Florissant school staff to enact equitable practices in order to allow all students access to high quality education. It is Insight's practice to engage with partners to determine the appropriate scope and sequence of trainings so they best align with specific goals and district core values. The Equity Audit and Equity Plan will also inform the specific content of the training sessions, so that they are directly aligned to the district's local context and priorities.

These trainings are designed to unpack systemic practices that reinforce structural racism and lead to improved practices, initiatives, and processes that prioritize diversity, equity, and inclusion—with the intent of improving the academic achievement of students and eradicating the gaps that exist. Below is proposed scope and sequence for the five professional development sessions. However, Insight is committed to working in partnership with the district and using data collected from our Equity Audit and Equity Plan to develop a scope and sequence that is tailored to the unique needs and context of the district's school staff. Therefore, these sessions and their content can be easily modified or adjusted.

The sessions in the first year of the program will focus on developing the cultural competence of individuals and the organization. Since these topics are extensive, the focus will primarily be on Valuing Diversity, Being Culturally Self-Aware, and Knowledge of Students' Culture to most closely align with the district's vision of the *Social Justice for Anti-Racist Schools* Program.

Agenda Materials/Resources Application Activities for

School Teams

- What is our Why?
 - Courageous Conversations - Four Agreements, The Compass (Singleton and Linton, 2006)
 - Individual Check-In Reflection
 - What is the difference between non-racist and anti-racist?
 - Overview of our approach to *Social Justice for Anti-Racist Schools*
 - Cultural Competence
 - Culturally Responsive Instruction
 - Engage, Reflect, Act (Planning Document)
 - The White
- Journey to Racial Awareness: A Stage Theory
- Dalton Sherman's [Keynote Speech](#)
- Personal Equity Journals
 - Personal Equity Journals
 - Personal Equity Journals
 - Definition Building activity
 - Definition Building activity
 - Definition Building activity

Agenda Materials/Resources Application Activities for

School Teams

- Definition Building activity debrief
- Share results of district Equity Audit
- Core value related to Equity and Equity Plan
- Equity Plan and expectations for building 2020-21 School Equity Plans
 - Cultural Competence Skills for Educators
 - Valuing Diversity (SY 20-22 focus)
 - Being Culturally Self-Aware (SY 20-22 focus)
 - Dynamics of Difference (SY 21-22)
- [Diversity Toolkit: Cultural](#)

[Competence for Educators](#)

- Readings: Racial Autobiography, How to Respond to Microaggressions (NY Times); *Everyday*

- Harvard Implicit Bias test
- Harvard Implicit Bias test
- Harvard Implicit Bias test
- Equity Plan Activity #1
- Equity Plan Activity #1

- Knowledge of Students' Culture
(SY 20-22 focus)
- Institutionalizing Cultural
Knowledge and Adapting to

Diversity (SY 21-22)

- Culturally Responsive Instruction
Antiracism
(Pollock)

Agenda Materials/Resources Application Activities for

School Teams

- Debrief Equity Plan Activity #1
- Being Culturally Self-Aware
 - Examining Explicit and Implicit Bias
 - Understanding Identity and Implicit Bias
 - Understanding Your Privilege
- Valuing Diversity
 - Assets vs. Deficit Thinking
 - Student voice
 - *Seeing Race Again*, Ch. 16:
"Shifting Frames:
Pedagogical
Interventions in
Color Blind Teaching
Practice"

- [White Privilege: Unpacking the Invisible Knapsack](#)

Asset-Based Shift & Student Voice

- Equity Plan Activity #2: Asset-Based Shift & Student Voice
- Equity Plan Activity #2: Asset-Based Shift & Student Voice
- Equity Plan Activity #2: Asset-Based Shift & Student Voice
- Equity Plan Activity #2: Asset-Based Shift & Student Voice

Agenda Materials/Resources Application Activities for

- Debrief Equity Plan Activity #2
- Culturally Responsive Instruction
 - What does a culturally sensitive classroom look/sound like?
- [TedTalk](#): How to resolve racially stressful situations

- Equity Plan Activity #3: Create implementation Plan for the CR instructional

School Teams

- Equity Plan Activity #3: Create implementation Plan for the CR instructional
- Equity Plan Activity #3: Create implementation Plan for the CR instructional
- Equity Plan Activity #3: Create implementation Plan for the CR instructional

- Expanding curriculum to better address equity, cultural, and real-life connection

practice (to focus on 2nd semester)

- Deliver CR instructional practice #1 training

Agenda Materials/Resources Application Activities for

School Teams

- Debrief Equity Plan Activity #3
- Using survey results to identify areas to address for each school, and develop engaging community opportunities that allow for parents, patrons, students, and businesses to engage in social justice and antiracist practices together, such that the community as a whole benefits.
- Provide research-based and proven strategies to move the work of building antiracist systems forward and sustaining them beyond the life of the training
 - Looking ahead to Years 2 and 3
- Cultural Competence Skills
 - Valuing Diversity
- Knowledge of Students' Cultures
- [The Opportunity Atlas](#)
- *Everyday Antiracism* (Pollock)
 - Engaging Communities for Real
 - Valuing Students' Home Worlds
- *How to Be an Antiracist* (Kendi)

In order to continue learning outside of the professional development sessions, participants will complete “application activities.” Because the entire district staff is receiving the training, we recommend designating an Equity Champion at each school building and district department to serve as a point person for this work. We will train these Equity Champions to build their

capacity so that they can also help facilitate, support, and sustain this work. This will give the district and Insight opportunities to gather data and information about how the trainings are going, what can be improved, and also serve as a point of contact for school and district staff. Throughout the five training sessions and throughout our partnership with the district, Insight will collect and review outcome data to gauge impact and determine next steps.

Antiracist trainings and trainings focused on equity require self-awareness and self-reflection, and are better suited for a small group environment. This allows participants to engage with other participants and complete interactive activities, which is not as feasible in a large group setting. While Insight understands the district has already designated district-wide professional development days for the 2020-2021 school year, we recommend transitioning into a smaller group model using affinity groups (i.e. by role, self-selected, or by building) to allow participants to engage with the trainings on a deeper level. Insight can work with the district to establish these groups.

Additional Trainings to Support Schools beyond SY 2020-2021

In addition to the five training sessions outlined above, Insight will continue to support the district beyond the 2020-2021 school year in order to sustain and deepen the social justice work and build antiracist systems. While the five initial trainings during the 2020-2021 school year will provide a high-level overview for all district staff, we recommend additional trainings to go deeper on these topics and engage various, smaller groups of educators.

Year 2 will move beyond the high-level overview to dive deeper into topics and allow for meaningful self-awareness and self-reflection during monthly sessions with affinity groups. The district can then build off of the internal, reflective work from Years 1 and 2 to focus in Year 3 (and onward) on creating more systemic changes, such implementing equity-driven recruitment and retention systems and creating new leadership pathways. This cadence will ensure sustainable and continued progress of the district's equity and social justice work.

With this in mind, below is an outline of Insight's various equity-focused offerings tailored to different groups of school staff that can easily be integrated into a 3 year plan of continued work around Social Justice:

Year 2

Monthly Equity Sessions

Following the five training sessions in the first year of implementation, staff learning can continue with monthly equity sessions within smaller affinity groups. A sequence of monthly equity sessions can be created for any group of educators within Ferguson-Florissant School District (such as the Superintendent's cabinet, school leaders, teacher leaders, etc.) and tailored to each individual groups' specific needs, goals, and action plans within district equity initiatives. These sessions use the Courageous Conversations Process (Singleton and Linton, 2006). Insight will develop the scope and sequence of these sessions, plan agendas for bi-weekly equity sessions, facilitate bi-weekly equity sessions, and provide work for all team members to complete in anticipation of sessions.

Deliverables include:

- Scope/sequence document
- Agendas
- PowerPoint presentations
- All materials related to the Courageous Conversations (Singleton and Linton, 2006) course of study

District Equity Team Facilitation

In addition to monthly equity sessions, Insight can support the district in creating and facilitating a designated District Equity Team, as well as provide the tools necessary for the Equity Team to grow and function beyond Insight's support. The cross-functional working group will collaborate to identify, solve, and act upon equity challenges within Ferguson-Florissant School District, and will meet 8-12 times during the course of a school year with the following focus areas:

1. Reflect upon and identify what's really working as well as gaps in equity-focused initiatives within the district, including reviewing data and survey feedback, and identify priorities and goals for moving forward.
2. Engage the group in relevant new learning in trends and best practices to further develop equity goals and antiracist systems within the district.

3. Create and administrator teacher feedback surveys and focus groups with current teachers, principals, and other stakeholders to inform the district as a whole on the on-going equity-driven work.

Year 3

Equity Focused Recruitment and Retention Workshop

Recruiting teachers in the last five years has radically changed and district leaders are finding it harder to find the candidates who will be successful in their districts. Additionally, research consistently shows that students of color achieve more when they are taught by effective teachers of color. Insight has extensive experience supporting districts in building year-long, multi-stakeholder, and equity-driven recruitment systems to attract and retain effective teachers to their schools. This workshop gives leaders a new mindset and proven practices on how to attract and keep the candidates they are seeking, with explicit, embedded strategies to grow networks of and recruit and retain teachers of color. The workshop activities include:

1. Evaluating the district's current teacher recruitment plan/system.
2. Focusing attention on data of hiring trends for educators of color and better aligning

how to fill vacancies to students' needs.

3. Educating the leaders in trends in teacher recruitment across the US and in their state, as well as the common experiences and challenges faced by teachers of color and the role of race in our education systems.
4. Identifying the district's ideal candidates and building out the stories to attract those

candidates.

5. Building connections with new networks through intentional relationship development with higher education institutions (for example, with HBCUs) and community-based organizations
6. Developing next steps for building school-based onboarding teams to support the

connection and belonging of new hires.

7. Identifying practices to address retention year-round.

Aspiring Leaders Academy

Though more than half of U.S. students are minorities, recent data shows that about 78% of principals are white.⁴ Having more diverse leaders is linked to positive school outcomes,

⁴ National Center for Education Statistics. (2018). Characteristics of Public School Teachers.

U.S. Department of Education. Retrieved from

including lower suspension rates and more students of color represented in gifted courses.⁵ Therefore, it is a critical need to increase the number of diverse school leaders. Insight has over two decades of experience with large-scale implementations of leadership development, teacher feedback, and mentoring and coaching programs at the state, district, and school level. We understand the critical role a school leader plays in the overall success of a school, and are uniquely positioned to develop and implement a leadership academy specifically for aspiring leaders of color. We also understand the specific needs and opportunities related to teaching and leading diverse students and communities. As a result, we have worked to identify the features and mechanisms of highly effective leadership development systems and crafted a model of cohesive curriculum in order to create a pipeline of teachers and leaders of color for schools and districts. Participants meet twelve times throughout the academic year.

These additional, systemic supports will help ensure the district has the systems in place to sustain equitable practices for the long term.

⁵ Green, M.R. (2018). Public School Principals of Color: An Exploration of Trends in and Predictors of Representation, and Influence on School-Level Outcomes. (Doctoral dissertation, University of Maryland).; Grissom, J. A., Rodriguez, L. A., & Kern, E. C. (2015). Teacher and principal diversity and

the representation of students of color in gifted programs: Evidence from national data. Elementary School Journal.

Draft Project Schedule

The following timeline represents Insight's recommendations based on the RFP and may be adapted following a kickoff meeting with Ferguson-Florissant School District. This project schedule reflects activities for the 2020-2021 school year.

Task/Deliverable

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1 00221 0

June 2021

Kickoff Meeting with Ferguson-Florissant School District to align priorities, establish goals, solidify timeline, and develop metrics for success

Insight and district leadership team conduct district Equity Audit

Insight works with Ferguson-Florissant School District leaders to create a district Equity Plan that is informed by Equity Audit

Professional Development Sessions

Virtual key note and initial 2 hour training, targeting all district staff

Virtual follow up trainings, targeting all district staff

All district staff completes follow up application activities between training sessions

Ongoing Support and Sustainability Efforts

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Collect and review outcome data to gauge impact and determine next steps

Insight and Ferguson-Florissant School District plan for ongoing support services for years 2 and 3

Section E:

References

Colonial School District *Focus: Led monthly equity sessions with the Superintendent's Cabinet and established a district equity team and equity plan.* Contact: Pete Leida, Ed.D. Assistant Superintendent Colonial School District 318 East Basin Road New Castle, DE 19720 (302) 323-2700 Peter.Leida@colonial.k12.de.us

Guilford County Schools: *Focus: Designed and delivered Leadership Academy for Aspiring Leaders, specifically focusing on leadership development for Black males; conceptualized and facilitated the development of a 5-year strategic plan to implement district-wide improvements to curriculum and professional development in order to improve student achievement.* Contact: Dr. Sharon Contreras Superintendent Guilford County Schools 712 Eugene Street Greensboro, NC 27401 (336) 379-8992 superintendent@gcsnc.com

Syracuse City School District *Focus: Leadership Academies for Principals, Assistant Principals, Aspiring Leaders, and Teacher Leaders.* Contact: Chris Miller Chief Human Resource Officer Syracuse City School District 725 Harrison Street Syracuse, NY 13210 (315) 435-4499 cmiller@scsd.us

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DC Public Schools *Focus: Insight (Michael Moody) served as Chief Academic Officer and created a system of principal training and support.* Contact: Brian Pick Chief of Teaching and Learning District of Columbia Public Schools 1200 First Street NE Washington, DC 20002 (202) 442-5611 brian.pick@dc.gov

Insight's Partners

Insight specializes in developing close partnerships with partners to understand their unique challenges, and design practical solutions that get results. For over 19 years, Insight has worked with thousands of educators in districts and schools nationwide to accelerate professional growth and ensure every student has a great teacher. Below are some of our most recent partners. The asterisks indicate districts who are an active partner or a partner we have provided services to in the past five years. No district has ever terminated or ceased a relationship with Insight for reasons other than the contract term ending. Insight has an

accordion-style staffing model, and therefore multiple staff members have worked across projects to effectively support partners.

- Achievement School District (TN)
- ACCEL Charter Network (OH)*
- Alliance College-Ready Schools (CA)
- Apple Academy Charter Public Schools (CA)*
- Baltimore City Public Schools (MD)
- Bassett Unified School District (CA)
- Bozeman Public Schools (MT)*
- Chester County School District (SC)*
- Chicago Public Schools (IL)
- Citizens of the World Charter Network
- Colonial School District (DE)*
- Colorado Department of Education*
- Delaware Department of Education*
- Denver Public Schools (CO)
- District of Columbia Public Schools (DC)
- Dunkirk City Schools (NY)
- Gainesville Independent School District (TX)*
- Highland Falls School District (NY)
- The Governor's Office of Student Achievement (GA)*
- Green Dot Public Schools (CA)*
- Guilford Public Schools (CT)
- Guilford Public Schools (NC)*
- Lucia Mar Unified School District (CA)*
- Mansfield Public Schools (CT)
- Marion County School District (SC)*
- Marlboro County School District (SC)*
- Maryland State Department of Education*
- Memphis City Schools (TN)
- Metro Nashville Public Schools (TN)*
- Metropolitan School District of Decatur Township (IN)*
- Mississippi Department of Education*
- Montague Charter Academy (CA)*
- New Schools for New Orleans (LA)
- Newark Public Schools (NJ)
- Newton County Schools (GA)*
- New York State Department of Education
- Ohio Department of Education*
- Passaic Public Schools (NJ)
- Por Vida Academy Charter District (TX)*
- Queen Rania Teacher Academy (Jordan)*
- Racine Unified School District (WI)*
- School City of Mishawaka (IN)*

- School District of Philadelphia (PA)
- Shelby County School District (TN)
- Aspen Institute*
- Broad Center for the Management of Schools*
- California Charter School Association
- Education Service Center of Cuyahoga
- Green Hills Area Education Agency (IA)*
- Grimmway Family Foundation*
- Go! Austin / Vamos! Austin (GAVA)*
- KIPP Foundation*
- Mass Insight
- Partnership for Los Angeles Schools
- Philadelphia Academy of School Leaders*
- Teach For America
- Tennessee Charter School Incubator
- The Bill and Melinda Gates Foundation
- The KIPP Fisher Fellows Foundation
- The New Teacher Project

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- Jackson Public Schools (MS)*
- Jackson-Madison County Schools (TN)
- KIPP LA (CA)
- Kennett Consolidated School District (PA)*
- Laurens County School District 56 (SC)*
- Lindsay Unified School District (CA)*
- Los Angeles Unified School System (CA)
- Lost Hills Union School District (CA)

Education

- U.S. Department of Education
- U.S. Department of Education
- U.S. Department of Education
- University of the State of New York Regents
- University of the State of New York Regents
- University of the State of New York Regents
- University of the State of New York Regents
- University of the State of New York Regents
- West Georgia RESA*
- West Georgia RESA*
- West Georgia RESA*

- St. Hope Public Schools (CA)
- Summit Public Schools (CA)*
- Syracuse City School District (NY)*
- Tennessee Department of Education
- UNO Charter Schools (IL)
- Waukeet Community School District (IA)*
- Windham Public Schools (CT)*
- York City School District (PA)*
- Youth Empowerment Services (TX)*

- U.S. Department of

- West Georgia
RESA*
- Western Region
Education Service
Alliance
- Western Region
Education Service
Alliance
- Western Region

Education Service
Alliance

- Western Region
Education Service
Alliance
- Western Region
Education Service
Alliance

Section F: Proposed Fee Structure

The table below represents the projected fees based upon our current understanding of the work and the approach. However, it is our practice to engage with partners to determine the appropriate scope to meet specific budgets. Should the specifications of the project change, fees will be adjusted accordingly. All pricing is subject to final terms and conditions.

Considering that training sessions are to be facilitated for the entire Ferguson-Florissant School District staff of about 1,800, and to ensure trainings are impactful for participants, Insight can facilitate a maximum of 50 participants per training session. Ferguson-Florissant School District staff would thus need to divide into approximately 36 groups. Insight can work with the district to establish these groups (affinity groups), or they can be determined by the district per participants' role, school building, etc. With the Ferguson-Florissant School District staff divided into 36 affinity groups, additional training days will need to be organized between Insight and the district to accommodate all participants, in addition to the already established professional development days of August 14, November 3, December 18, February 12, and April 2. Insight's accordion-style staffing model will ensure multiple staff members will be available to facilitate additional training sessions and accommodate the schedule that best fits the district and/or individual affinity groups. All meetings and training sessions will be conducted virtually.

SERVICE COST		Staff
Equity Audit and Equity Plan Meetings with Ferguson-Florissant School District Leadership		<i>5, 2-hour Training Sessions for 36 groups of maximum 50 participants</i>
		\$45,000
<i>5, 3-hour virtual meetings</i>	\$2,500	

Professional Development for School

Insight Development Days \$5,000

*Internal development days for Insight's project team to prepare
Equity Audit, Equity Plan, and Professional Development Training
Sessions*

TOTAL \$52,500

Section G: Felony Conviction Notification Form

3. FELONY CONVICTION NOTIFICATION

The person or business entity that enters into an agreement with this school district must give advance notice to the District if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.

The district may terminate this agreement with a person or business entity if the District determines that the person or business entity failed to give notice by the next preceding subsection, or misrepresented the conduct resulting in the conviction. The District will compensate the person or business entity for services performed before the termination of the agreement".

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name:

Vendor Address:

Vendor E-mail Address:

Vendor Telephone: Fax Number:

Authorized Company Official's Name:

(Printed) **Signature of Company Official:**

Date:

Insight Education Group
15760 Ventura Blvd., Suite 700, Encino, CA 91436
dickerman@insighteducationgroup.com
1-800-935-7022, x130 1-818-385-0075
Anissa Rodriguez Dickerman
July 24, 2020

Section H: Federal Work Authorization Program (E-Verify) Addendum

4. FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

- a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;
- b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;
- c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;
- d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;
- e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print- out (or equivalent documentation) confirming your participation in E-Verify;
- f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: (signature)

of:

Printed Name and

Education

Title:

Anissa Rodriguez Dickerman, Chief Strategy
Officer

For and on behalf

(company
name)

Section I: Federal Work Authorization Program Affidavit

Section J: Resumes

The pages that follow contain resumes of all Insight staff that are designated to deliver services outlined within this proposal.

EDUCATION/CERTIFICATION

University of Texas at Austin. Austin, TX 2007 Ph.D., Educational Policy and Planning, Educational Administration

Texas A&M University. College Station, TX 2003 M.Ed., Educational Administration Specialization: Public School Administration K-12

Texas A&M University. College Station, TX 2000 B.S., Interdisciplinary Studies

EXPERIENCE

Insight Education Group, Inc. Encino, CA Chief Strategy Officer 2019-Present

- Establishes the long-term vision of the organization
- Provides guidance on organizational growth strategies
- Leads partnership development efforts
- Leads overall strategy for developing partnerships with schools, districts, states, and other organizations
- Clarifies and brings shared alignment to organizational vision
- Drives decision-making that sustains organizational change
- Develops concepts, cost proposals, and provides thought leadership for proposal submissions
- Leads partnership growth strategy and change management efforts across divisions Senior Vice President of Strategic Partnerships 2018-2019
 - Provides oversight and management of the Analysts specific to team operations, performance management, and human capital
 - Broad responsibilities include:
 - Developing new partnerships with schools, districts, states, other organizations
 - Project management
 - Responding to RFP and federal grant opportunities
 - Preparing and providing presentations for Insight as RFP finalists
 - Submitting and presenting conference proposals
 - Presenting business development opportunities to potential LEA/SEA partners
 - Seeking business development opportunities
- Chief of Staff 2016-2018
 - Provides oversight and management of the Service Delivery team specific to team operations, performance management, and human capital
 - Works closely with Sales Leads to manage the health of contracts from a staffing and financial perspective
 - Broad responsibilities include:

- Service delivery, including instructional professional development for educators; observer calibration training and certification; teacher, principal, and superintendent evaluation

Dr. Anissa Jean Rodriguez Dickerman

15760 Ventura Blvd., Ste. 700 – Encino, CA 91436 Phone:

800.935.7022 – Fax: 818.385.0075 E-Mail:

dickerman@insighteducationgroup.com

systems; program evaluation ○ Service delivery team management ○
 Contract management and staffing ○ Oversight of Insight's
 instructional coaching and feedback models ○ Recruitment and
 onboarding ○ Project management ○ Responding to RFPs ○
 Business development

University of Texas System-Institute for Transformational Learning. Austin, TX 2016-2017 Lead Instructional Designer

- Lead effort to transform curriculum blueprints and instructional strategy into highly effective, engaging, learner-centered design
- Coordinate between faculty course designer and the design and production team
- Create innovative, high impact, creative instructional designs and learning experiences which further the goals of the defined curriculum and program
- Review design documents for instructional quality, creativity, fidelity to vision, and content accuracy
- Mentor and manage resources as needed
- Work with subject matter experts and key stakeholders at client institutions to ensure that the designed product meets learner needs and institutional goals
- Work with production and infrastructure teams to ensure that designed product works within the constraints of the various systems
- Ensure that the finished product meets instructional and institutional goals
- Work with the production team to ensure efficient process and clear understanding of the design specifications
- Review output from production
- Work with key stakeholders at client institutions to ensure that the produced product meets learner needs and institutional goals
- Manage scope and guide project decisions to help ensure that a high-quality product is delivered on-time and on-budget
- Provide weekly updates and reports as requested

Cohesion. Burlington, MA 2016 Subject Matter Expert and Course Developer

- Develop course structure and content for graduate superintendent courses at Indiana Wesleyan University in collaboration with Pearson Educational Measurement
- Create design documents
- Create course content
- Create lesson workshops
- Provide subject matter expertise on design documents and course maps

Dr. Anissa Jean Rodriguez Dickerman

15760 Ventura Blvd., Ste. 700 – Encino, CA 91436 Phone:

800.935.7022 – Fax: 818.385.0075 E-Mail:

dickerman@insighteducationgroup.com

American Public University System. Charles Town, WV 2012-2016 Subject Matter Expert and Course Developer Graduate Adjunct Faculty for Master of Education Teaching Candidates

- Teach online graduate courses to students pursuing a Master of Education degree in teaching
- Design graduate level courses and serve as a course lead

Advancement Courses, Inc. New York City, NY 2015-2016 Professional Development Course Writer/Developer and Consultant

- Design professional development courses for educators to receive professional development or graduate course credit
- Develop print and online course content for professional development
- Write detailed and concise syllabi for subject specific courses that include a course description, measurable objectives, learning outcomes, unit overviews, activities, and assessments
- Write engaging, practice focused course content including formative assessments and a summative assessment
- Work with the Director of Curriculum and Instruction to storyboard course(s) for graphical video production
- Use Learning Management System (LMS) and Articulate Storyline (or something similar) to develop the online content
- Organize course and content to leverage existing content in the online professional development offerings

Credo. Boston, MA 2015 eLearning Developer

- Develop online instructional tutorials utilizing Articulate Storyline 2

- Collaborate with learning management team and subject matter experts on content

National Institute for Excellence in Teaching (NIET). Santa Monica, CA 2012-2015 TAP: The System for Student and Teacher Advancement. Director, Learning Technology

- Support all aspects of NIET activities with the implementation and management of the TAP system, a comprehensive school reform model, including TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance, oversight of certification for observers (including calibration and inter-rater reliability training)
 - Responsible for instructional design and authoring, creating content, and management of the TAP System Training Portal, an online training and resource portal as well as the NIET Best Practices Portal, developing trainings and online learning through e-learning modules using Articulate Studio/Storyline and Camtasia, collaborating with a variety of vendors, and developing a core training curriculum for national implementation
- Assistant Director, School Services 2011-2012

- Support all aspects of NIET activities with the implementation and management of the TAP

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system, a comprehensive school reform model, including TAP training presentations and development, coaching, training, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance Senior Program Specialist 2010-2011

- Support all aspects of NIET activities with the implementation and management of the TAP system, a comprehensive school reform model, including teacher and executive coaching, conducting observations and calibration training, providing coaching and feedback for teachers and school leaders, designing professional development for teachers and leaders, TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance

Shmoop. Los Altos, CA 2011 Online Content Writer (Contract)

- Serve as an online content writer providing exam guides for high school students

Texas TAP: The System for Student and Teacher Advancement. Austin, TX 2007-2010 Institute for Public School Initiatives, The University of Texas System Administration Project Coordinator

- Support all aspects of state-level TAP support activities with the implementation and management of the TAP system, a comprehensive school reform model, including teacher and executive coaching, TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant

coordination and guidance, conducting national presentations, providing policy guidance Executive Master Teacher

- Support all aspects of state-level TAP support activities with the implementation and management of the TAP system, a comprehensive school reform model, including teacher and executive coaching, TAP training presentations and development, partnership support, TAP external school reviews, project evaluation, grant coordination and guidance, conducting national presentations, providing policy guidance

Berkman Elementary, Round Rock ISD. Round Rock, TX 2004-2007 School Administrator

- Serve as an instructional leader for students in a Title I bilingual school
- Serve as an assessment coordinator, evaluate teachers, conduct ARD meetings, attend district-level meetings and professional development sessions, respond to parent requests, organize fundraisers and other school-wide events.

Austin ISD Strategic Compensation Initiative. Austin, TX 2007 Educational Consultant

- Provide guidance with creating student learning objectives and with various performance based compensation models

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University of Texas at Austin: K-16 Education Center. Austin, TX 2007 LUCHA Language Learners at the University of Texas at Austin's Center for Hispanic Achievement Educational Consultant

- Provide guidance with the creation of online eLearning modules for high school credit programs

Edvance, Inc., Texas Online Reading Academy Modules. Austin, TX 2005 Educational Consultant

- Developed content for an online professional development curriculum and online e-learning modules in the Texas Online Teacher Reading Academies

Partnership for Texas Public Schools. Austin, TX 2003-2004 Texas Education Agency and the Texas A&M University System Coordinator for English Language Learner Programs

- Assisted in the creation of ISLA, the Institute for Second Language Acquisition at Texas A&M University in Corpus Christi
- Provided technical assistance for bilingual education programs throughout the state

Southwood Valley Elementary. College Station, TX 2001-2003 First Grade Educator and Administrative

Intern

- Served as a first grade teacher, created assessments for students, taught all subject areas in a self-contained classroom setting, managed caseloads for students with special needs and ESL students
- Served as an administrative intern and provided assistance to the school administrative staff and created a substitute handbook for the school district

Fannin Elementary. Bryan, TX 2001 Language Arts Facilitator

- Served as a language arts facilitator for first and second grade students struggling with reading
- Achieved target goal of increasing all students' reading levels so that they were on grade level by the end of the school year

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EDUCATION/CERTIFICATION

University of Southern California Rossier School of Education. Los Angeles, CA 2005 Doctor of Education, Educational Leadership

Harvard University. Cambridge, MA 1997 Graduate School of Education Master of Education; Emphasis: Teaching and Curriculum

Marquette University. Milwaukee, MI 1996 Bachelor of Arts, English Member of Sigma Tau Delta, National English Honor Society

St Clare's, Oxford. Oxford, England 1995 Liberal Arts Program

EXPERIENC

E

Insight ADVANCE. Encino, CA 2016-Present Founder

- Founded an edtech firm focused on utilizing technology to observe and provide feedback to teachers, calibrate and manage observers and provide e-learning experiences for all practitioners.
- Manage company operations to ensure quality, efficiency, service, and cost-effectiveness
- Build and manage a high performing team to successfully position the company as a national edtech

leader

- Develop a strategic plan to advance the company's mission and objectives and to promote revenue, profitability, and growth as an organization.
- Create and lead product development and marketing through the organization's start-up phase with aggressive, ground- breaking development and strategic marketing initiatives.
- Promote the company through written articles and personal appearances at conferences and convenings.

Insight Education Group, Inc. Encino, CA Founding Partner & Director 2000-Present CEO 2000-2015

- Founded consulting firm to support the growth of teachers and school leaders
- Oversaw company operations to ensure quality, efficiency, service, and cost-effective management of resources
- Built and managed a high performing management team to successfully position the company as the national leader in the implementation of large scale instructional improvement initiatives at the school, district, state and federal levels.

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- Developed a strategic plan to advance the company's mission and objectives and to promote revenue, profitability, and growth as an organization.
- Designed and managed national projects related to curriculum development, instructional effectiveness, instructional coaching and assessment for PK-12 public schools
- Designed and implemented professional learning experiences supporting equity and diversity

Examples of client projects:

- District of Columbia Public Schools (DCPS) - Washington, DC
- Served as Chief Academic Advisor and lead designer of the district's instructional reform strategy
- Reorganized the Office of Teaching and Learning, Leadership Training Program, and District Professional Development Plan
- Led the design and implementation of the Teaching and Learning Framework, including the training of all district staff and calibration of coaches and school leaders
- Shelby County Public Schools (Formerly Memphis City Public Schools)

- Led the design and implementation of the Teacher Effectiveness Measure (TEM)
- Trained and supported over 700 observers and school leaders, including observer calibration and training of effective feedback and support
- UCLA/School Management Program - Los Angeles, CA
- District-wide instructional coach and professional learning facilitator on curriculum development and classroom assessment
- Coached administrators on school management and program implementation
- Los Angeles Unified School District - Los Angeles, CA
- Trained district staff on assessment administration and data collection
- Conducted classroom visits and observations as part of a five-year study evaluating the district's reading program

L.E.A.P. Academy Charter High School 2004-2006 Founder

- Founded charter high school within Los Angeles Unified School District
- Oversaw school operations and instructional program
- Hired and trained staff to assume leadership of the school in 2006

University of California, Irvine. Irvine, CA 2003 Instructor

Behavior Health Consultants. Los Angeles, CA 2000 Behavior Intervention Specialist

Palma Ceia Elementary School. Hayward, CA 1999-2000 Grade 3 Teacher

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Cesar Chavez Middle School. Hayward, CA 1997-1999 Grade 7 Math/Science Teacher, Grade 7 / R.S.P. Teacher, Grade 8

Center for Collaborative Education. Metro Boston 1996-1997

PRESENTATIONS/PUBLICATION

S

- Moody, Michael. "Four Ways Blended PD Makes Teachers Ready for the Classroom." Getting Smart, February 3, 2017. <http://www.gettingsmart.com/2017/02/four-ways-blended-pd-makes-teachers-ready-for-the-classroom/>
- Moody, Michael. "How a School of Education is Using Video for Teacher Feedback." Insight ADVANCE Blog, November 30, 2016. <http://www.insightadvance.com/blog/teacher-feedback-how-using-video-ensures-growth-and-trust>
- Moody, Michael. "4 Reasons Why Coaches and School Leaders Need Video to Calibrate Instruction." LinkedIn Post, September 12, 2016. <https://www.linkedin.com/pulse/4-reasons-why-coaches-school-leaders-need-video-calibrate-moody?articleId=8403654214850600513>
- Moody, Michael. "Administrators: Are Your Observers Calibrated?" Insight ADVANCE Blog, August 23, 2016. <http://www.insightadvance.com/blog/administrators-are-your-observers-calibrated>
- Moody, Michael, and Jason Stricker. "Why Video Is Essential for All Educators in the Teacher-Feedback Process." Education Week, July 12, 2016. http://blogs.edweek.org/edweek/education_futures/2016/07/why_video_is_essential_for_all_educators_in_the_teacher_feedback_process.html
- Moody, Michael, and Jason Stricker. "Calibrating Coaches: 4 Reasons to Foster Great Instructional Coaching." Education Week, November 13, 2015. http://blogs.edweek.org/edweek/education_futures/2015/11/calibrating_coaches_4_reasons_to_create_a_vision_for_great_instructional_coaching.html
- Moody, Michael. "How to Give Teachers the Feedback They Need." Education Week, July 20, 2015. http://blogs.edweek.org/edweek/education_futures/2015/07/how_to_give_teachers_the_feedback_they_need.html
- Moody, Michael. "Action Replay." Language Magazine, May 2015. http://languagemagazine.com/?page_id=123840
- Moody, Michael. "Instructional Coaching." EdTech Digest, November 12, 2015. <https://edtechdigest.wordpress.com/2015/11/12/instructional-coaching/>
- Moody, Michael. "Video in Educator Effectiveness: What It's Really about— and What It's Not." SmartBrief, March 9, 2015. <http://www.smartbrief.com/original/2015/03/video-educator-effectiveness-what-its-really-about-and-what-it-s-not>
- Moody, Michael. "Fueling Great Teaching: Using Video to Provide Feedback That Matters." Presentation, District Administration Leadership Institute, Orlando, January 15, 2015. <https://www.daleadershipinstitute.com/content/fueling-great-teaching-using-video-provide-feedback-matters>

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- Moody, Michael. "3 benefits of video in teacher evaluation & professional development." LinkedIn Post, May 15, 2015. <https://www.linkedin.com/pulse/3-benefits-video-teacher-evaluation-professional-michael-moody>
- Moody, Michael and Stricker, Jason. Strategic Design for Student Achievement. New York, NY: Teachers College Press, 2008.

PROFESSIONAL MEMBERSHIPS/ AFFILIATIONS

- American Educational Research Association (AERA), Association for Supervision and Curriculum Development (ASCD), California Charter School Association (CCSA), Education Industry Association (EIA), Learning Forward (formerly NSDC), Phi Delta Kappa

CERTIFICATIONS/ CREDENTIALS

- State of California, Commonwealth of Massachusetts: Single Subject Teaching Credential, English
- State of California: Tier II Professional Administrative Services Credential

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EDUCATION/CERTIFICATION

University of Connecticut. Storrs, CT 2013 Executive Leadership Program

University of Connecticut. Storrs, CT ABD Doctor of Philosophy (Ph.D.) in Educational Leadership

University of Connecticut. Storrs, CT 1994 Master of Arts (M.A.) in Education

University of Connecticut. Storrs, CT 1985 Bachelor of Science (B.S.) in Elementary Education

EXPERIENC E

2018 – Present Insight Education Group, Inc. Encino CA Partnership Manager

- Partners with clients to provide targeted support on educator effectiveness and strategic planning initiatives

- High level responsibilities include:

- Executive coaching superintendents and principals
- Facilitating district strategic planning process
- Facilitating conversations on race and equity
- Leading teams to enact school and district improvement

Examples of clients include:

- Jackson Public Schools, MS

- Conducted a data study and wrote a comprehensive report for district and school improvement
- Led a team to implement strategies for improvement, including developing a district strategic

plan, collaborating with the Superintendent to restructure the central office, revising the instructional framework and creating an intervention framework

- Impact/success: District has adopted the new strategic plan and is making substantive change to improve performance

- Colonial School District, DE:

- Plan and facilitate bi-weekly Superintendent's Cabinet conversations on race and equity
- Plan and facilitate monthly District Equity Team meetings
- Impact/success: District is advancing its work on providing equitable access to high-quality education and conditions for all students

Kathleen E. England

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Hartford Public Schools. Hartford, Connecticut Chief of Academics, Teaching, Learning, and Student Supports 2017 – 2018

- Oversee the work of the Offices of College and Career Readiness; School Culture and Climate; Curriculum, Instruction and Media Literacy; Data and Accountability; English Learners; Professional Learning; and Special Education Services for 21,000 students in 47 schools.

- Ensure equitable use of multi-million-dollar budget.
 - Oversee the implementation of effective teaching, learning and assessment within the construct of the district theory of action.
 - Implement and support curriculum, instruction and support services and assessments to meet the needs of students in general, special, bilingual, and gifted and talented education.
 - Plan, develop and implement a student support services program addressing the entire continuum of services and delivery.
 - Develop and maintain partnerships with critical stakeholders including parents, teachers, principals, higher education leaders, business leaders, policy makers and professional associations.
 - Oversee the implementation of the district's Systemic Continuous Improvement processes.
 - Create a culture of high engagement and expectations with principals and other administrators during all professional learning activities.
 - Supervise, coach, and evaluate principals and central office leaders.
 - Provide professional learning to the Senior Leadership Team to create the conditions for leaders to lead for learning district wide.
- Ensure alignment of instructional, human, and financial resources with the district's priorities and strategic plan. Chief Academic Officer 2014 – 2017
 - Serve as a member of Superintendent's Cabinet.
 - Lead the work of the Office of Academics, including the Offices of College and Career Readiness; Curriculum, Instruction and Media Literacy; English Learners; and Data and Accountability for 21,000 students in 47 schools.
 - Ensured equitable use of \$9.3 million budget across the Office of Academics.
 - Led district-level professional learning regarding cultural competence, equity and access.
 - Developed and oversaw implementation of new school designs.
 - Collaborated with community and business partners to gain support for Office of Academics initiatives.
 - Served as a member of the district's Sheff Desegregation negotiations team. Associate Superintendent for Instructional Leadership (Portfolio Director) 2013 – 2014
 - Implemented portfolio of schools reform strategy.
 - Supported and evaluated a network of principals in all aspects of work.
 - Brokered services of central office team to assist principals in improving student achievement and eliminating achievement gaps.
 - Assisted principals and central office team in refining understanding of autonomy and improving autonomous decisions.
 - Assisted principals in developing innovative practices and/or school designs to improve student achievement.

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- Collaborated with central office cabinet members to streamline portfolio practices and policies
Superintendent's Designee: Lighthouse School Initiative 2013 – Present
- Lighthouse School Initiative results from latest agreement in Sheff vs. O'Neill segregation lawsuit.
- Chaired, on the Superintendent's behalf, Board of Education appointed Lighthouse School committee.
- Facilitated Lighthouse School committee's selection of a Lighthouse School candidate: a mid- performing neighborhood school on the cusp of high performance in an improving neighborhood that would strengthen racial integration through stabilization of area residential patterns based on the quality of the school.
- Conducted community forums.
- Developed application process and rating rubrics.
- Guided school communities through design options.
- Assisted successful candidate in developing budget (\$2.25 million over three years) to ensure quality implementation of the STEAM theme.
- Collaborated with City of Hartford to create development plan to support neighborhood integration Superintendent Intern 2012 – 2013
- Served over 125 hours as Superintendent Christina Kishimoto's intern during Executive Leadership work at the University of Connecticut.

Windham Public Schools. Windham, Connecticut Deputy Superintendent / Director of Schools 2012 – 2013

- Examples of responsibilities, accomplishments
- Examples of responsibilities, accomplishments
- Initiated and implemented portfolio reform strategy in this new portfolio district.
- Developed new school designs.
- Conducted community forums.
- Developed and implemented a talent management strategy for the district.
- Evaluated all principals, Director of ESOL and World Language, Director of School and Community Partnerships, Director of Human Resources, Director of Guidance.
- Developed and implemented pilot Administrator Evaluation program.
- Assisted administrative team with implementation of Teacher Evaluation pilot.

- Contributed to University of Connecticut research on pilot Administrator Evaluation and Teacher Evaluation programs.

Manchester Public Schools. Manchester, Connecticut Principal, Nathan Hale School 2006 – 2012

- Removed from AYP School in Need of Improvement designation (2011).
- Selected as Title I Demonstration Site through the Connecticut State Department of Education (2009).
- Awarded Heisman Trophy Trust Grant to purchase books for every student to diminish summer academic lag (2010).
- Awarded multi-year grant through Connecticut Health Foundation to develop academic and social supports to prevent students from entering the Juvenile Justice System and Behavioral/Mental Health System (2009)

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K-12 Language Arts Supervisor and Title I Coordinator 2005 – 2006

- Managed all aspects of language arts professional development in the district.
- Modeled lessons and coached teachers.
- Served as Connecticut Mastery Test (CMT) Coordinator for district.
- Composed and managed district Title I grant.
- Served as member of District Equity Team.

University of Connecticut. Storrs, Connecticut Adjunct Professor 2008

- Administrator Preparation Program – Supervision of Educational Organizations Mentor
2008 – 2011
- Administrator Preparation Program

Norwich Public Schools. Norwich, Connecticut Principal, Samuel Huntington Elementary School 2000 – 2005

Connecticut State Department of Education (CSDE). Hartford, Connecticut Education Consultant 1998 – 2000

- Responsible for all state early literacy initiatives.

- Developed and published Early Literacy policy.
- Developed and led state Early Literacy Academies, resulting in comprehensive training of more than 1600 teachers in two years.

Farmington Public Schools Consortium. Farmington, Connecticut Reading Recovery Teacher Leader 1993 – 1998

- Responsible for year-long graduate level training and supervision of Reading Recovery Teachers

Willington and Farmington Public Schools. Willington and Farmington, Connecticut Teacher 1986 – 1993

- Grades 1 through 3

HONORS/AWARDS

- 2015 – Finalist for Broad Fellowship.
- 2011 – Invited by David Nee, Executive Director, Graustein Memorial Fund, to serve on system design team for Right from the Start: An early education and child development system.
- 2010 – Received the Connecticut Reading Association Nicholas Criscuolo Reading Award for Administrators.
- 2009 – Invited by Commissioner McQuillan, Connecticut State Department of Education, to facilitate panel discussion for the State of Connecticut's inaugural Reading Summit.
- 2009 – Member, Manchester Public Schools District Equity Team.

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- 2007 – Chair, Manchester School Readiness Council.
- 2003 – Received the David L. Clark award from American Educational Research Association for outstanding dissertation proposal

CERTIFICATIONS/ CREDENTIALS

- Superintendent Certification, Connecticut
- Intermediate Administrator, Connecticut

- Elementary Education (PK-8), Connecticut
- Reading Recovery™ Teacher Leader

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EDUCATION/CERTIFICATION

University of Pittsburgh. Pittsburgh, PA 1998 Masters of Education, Special Education

University of Pittsburgh. Pittsburgh, PA 1997 Bachelor of Arts, Interdisciplinary Studies, Concentration: Urban and Multi-ethnic education *Magna Cum Laude*

EXPERIENCE

2016-Present Insight Education Group, Inc. Encino, CA Partnership Manager

- Manage a portfolio of contracts, serving as day-to-day point-of-contact for clients and leading the execution of contract requirements including keeping a pulse on staff utilization rates and the status of the contract budget
- Engage with senior level client leadership to thought partner with and collaborate on the goals and overall direction of a contract, including the development and execution of the implementation plan
- Lead contract team members to design and implement services for clients including strategic consulting, planning and strategy design; coaching; training; program development; and resource development
 - Areas of expertise: school leadership coaching, coaching towards school turnaround Examples of clients include:
 - Syracuse City School District (SCSD), NY: Support the design and execution of SCSD's Leadership Academy efforts providing leadership training and support to current, aspiring and new principals as well as vice principals across the district; provide executive coaching to build school leadership capacity for ten principals

Catapult Learning. Camden, NJ 2009-2016 Vice President of Educational Services

- Collaborated with the Senior Vice President to negotiate, retain, and increase contracts with clients at the district and school levels across the region to maintain and grow the partnerships and develop business

- Managed school contracts and fostered strong client relationships to ensure state level and school level turnaround teams develop, implement and monitor effective plans that identify and target individualized school needs
- Provided school leaders with modeling, coaching, guided practice and feedback in support of analyzing data, identifying root causes, and leading school-based teams to create; implemented and monitored school improvement plans and system refinement
- Coached school leaders to become instructional leaders, and to effectively employ all aspects of instructional leadership

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- Appointed Regional Lead for the Pedagogy and Curriculum Team; served as lead liaison for national curriculum and instructional leads

Pennsylvania Training and Technical Assistance Network (PaTTAN). Harrisburg, PA 2005-2009 Pennsylvania Department of Education (PDE) Educational Consultant

- Served as statewide lead and coordinator for the Department's Assessing to Learn: PA Benchmark Initiative, PA Comprehension Strategies Intervention (PA CSI) Pilot Project, PA's Center for Data-Driven Reform in Education (CDDRE) Partnership, and the Bureau of Special Education's (BSE) Standards-based Individualized Education Plan (SBIEP) Initiative.
- Managed and coordinated all aspects of the PA Benchmark Initiative including academic, operational, contractual and financial and led its expansion from 27 to 380 participating school districts
- Partnered with and led, as one of PDE's 16 Distinguished School Leaders, school district leadership in school improvement efforts aimed at helping struggling school district achieve Adequate Yearly Progress (AYP)
- Served as a State Superintendent appointed member of Pennsylvania's School Improvement Leadership Team responsible for developing and refining Statewide System of Support for PA Schools in School Improvement, resulting in the co-authoring, with state and national experts of "*Getting Results!*" framework that was adopted statewide.
- Assisted superintendents and principals with improving efficiency in allocation, coordination and management of academic, fiscal and human resources to maximize impact on student achievement and alignment to district goals
- Presented and assisted with crafting professional development for Reading First technical assistants, coaches, teachers and leaders including

Central Dauphin School District. Linglestown, PA 2001-2005 Linglestown Middle School Special Education Teacher/Case Manager

- Collaborated with district leads to train administrators, teachers and the community in educating students with disabilities
- Managed all facets of classroom operations resulting in a nurturing, challenging learning environment where the needs of students were met and social, emotional and academic goals achieved
- Developed and prepared instructional and assessment materials aligned to PA Standards and Assessment Anchors
- Consulted and collaborated with regular education teachers and other specialists to ensure appropriate implementation of instructional and behavioral interventions, and compliance with all aspects of Individualized Education Plans (IEPs)

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Orange County Schools. Hillsborough, NC 1999-2001 Hillsborough Elementary School Exceptional Children's Teacher

- Restructured the school-wide Special Education Program to provide a continuum of services that addressed the various needs of students with disabilities and access to and inclusion in the general education curriculum
- Designed a collaborative program that linked parents, teachers, specialists administration and the community with the overall development of student with disabilities in a Blue Ribbon school with a year-round calendar

Britt Britton

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EDUCATION/CERTIFICATION

Walden University. Minneapolis, MN 2010 M.S. in Education: Literacy and Learning in the Content Area

University of Wisconsin-Madison. Madison, WI 2003 B.S. in Elementary Education (1-9) and History

EXPERIENCE

Insight Education Group, Inc. Encino CA 2018-Present Analyst

- Work with contract team members to produce client-facing documents, resources, and tools
- Serve as point for the overall administrative and operational support required across a portfolio of contracts
- Collect and analyze various data sources and write reports that synthesize these data
- Provide research support across all company efforts

The SEED School of Maryland. Baltimore, MD 2018 Contracted Title I Grant Writer

- Worked with the school's Federal Grants Manager to complete Title I Grant application and schoolwide plan
- Compiled data for and completed school's Comprehensive Needs Assessment
- Using team notes and feedback, drafted annual goals and framework for measuring progress
- Provided guidance to Federal Grants Manager to ensure deadlines and requirements were met

The SEED Foundation. Washington, DC 2016-2018 Senior Director of Academics – Academic Community of Practice Facilitator

- Planned, facilitated, and organized monthly virtual meetings of network academic leaders, as well as visits to network schools for instructional rounds and data analysis sessions
- Solicited input from committee members and provided feedback to Foundation staff and network Heads of School on academic initiatives, budgeting decisions, and long-term goals

The SEED School of Maryland. Baltimore, MD 2015-2018 Director of Academics

- Provided curricular and instructional leadership for the 6th-12th grade academic program
- Oversaw and coordinated the ongoing day-to-day operation of the academic program
- Hired, supported, and supervised 60+ academic team members including teachers, specialists, and administrators

- Planned, implemented and refined professional development around topics such as data driven instruction, student engagement, equitable grading and assessment practices, management, and content area literacy
- Collected, monitored, analyzed and acted upon student achievement, school performance and other data using relevant systems and tools
- Worked with the Head of School and Core Leadership Team to develop an integrated dynamic amongst the school's boarding, academic, and support services programs and personnel
- Worked with the school administrative team to ensure the smooth operation of the 24-hour program
- Developed and administered an annual budget in consultation with the Managing Director and Head of School
- Partnered with stakeholders at Maryland State Department of Education to ensure program compliance with state regulations, improve programming and seek professional learning opportunities

The SEED Public Charter School of Washington, DC. Washington, DC High School Director 2014-2015

- Reporting directly to the Head of School, provided curricular and instructional leadership for the high school academic program and oversaw daily operations of the program
- Recruited, hired, supervised and developed high school teachers
- Collaborated with Middle School Director to ensure vertical alignment and cohesive operation of the 6th-12th grade academic program
- Tracked student progress towards graduation, working with students and families to develop alternative paths to graduation when needed; created and communicated school policy to ensure compliance
- Monitored and assessed student achievement with appropriate data collection and analysis tools' coached teachers to use data to refine practice and improve student achievement
- Worked with the Head of School and other senior staff leaders to develop an integrated dynamic among the school's boarding, academic and support services programs and personnel
- Communicated and partnered with District of Columbia Public Charter School Board to improve programming and ensure compliance with local academic regulations pertaining to high school

High School Program Director 2011-2014

- Assisted the school Principal with
 - curriculum and program development and evaluation
 - defining goals and expectations of the high school program
 - monitoring and assessing student achievement
 - supervising and evaluating the effectiveness of high school staff

- Tracked student progress towards graduation, working with students and families to develop alternative paths to graduation when needed
- Served as the Advanced Placement coordinator, leading the AP team, administering spring exams, and providing support to AP students and families
- Planned and facilitated staff development and trainings

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- Supported the development and implementation of school restructuring programs, consensus and team building models, interdisciplinary teams and shared decision making
- Collaborated with Middle School Program Director to oversee schoolwide state standardized testing initiatives

Upper School Academic Cohort Leader 2009-2011 Worked collaboratively with the Upper School Student Life Cohort Leader to:

- Plan agendas for and lead grade level cohort meetings, facilitating communication between teams
- Plan for and monitor end-of-year Presentations of Learning for all upper school students
- Plan for and lead weekly community meetings with students and staff
- Analyze student data and generate cohort/student action plans (in consultation with Dean of Students)

Social Studies Instructional Coach 2008-2011

- Completed informal observations and coaching of each teacher in the department, providing support, feedback and professional growth opportunities
- Led the development of 6th-12th grade vertical social studies curricula and scaffolded writing and document analysis rubrics
- Developed the department's common planning calendar and facilitated common planning sessions
- Acted as a conduit between the administration and teachers, serving on the Academic Leadership Team

Social Studies Teacher (Grades 7-12) 2004-2011

- Designed and implemented 12th grade American Government, Advanced Placement American Government and high school Economics curricula the emphasized critical thinking, argumentation and writing

- Worked with 7th grade Civics team to design and implement curriculum that emphasized reading and writing skill development, as well as community awareness and engagement
 - Utilized Boys Town model of classroom management and social skill instruction to foster social and emotional growth while creating a safe, welcoming classroom environment

Jessica Wilson

15760 Ventura Blvd., Ste. 700 – Encino, CA

91436 Phone: 800.935.7022 – Fax:

818.385.0075 E-Mail:

wilson@insighteducationgroup.com

Appendix A: Insight Organizational Chart

School District

2020 Organizational Chart As of 7.1.2020

Jason Culbertson
Chief Executive Officer

Lisa Shapiro Chief of Staff

Paulina Param HR Generalist

Anissa Rodriguez Dickerman, Ph.D. Chief Strategy Officer

Melissa Reynolds

Mgr of Strategic Partnerships

Marketing Specialist
Victoria Kennedy
TBH
Business Analyst

Andrea Thomas- Reynolds, Ed.D. Senior Vice-President

Kate England
Bethany LeMoyné
Partnership Manager
VP of Product Development

Britt Britton Partnership Manager

Leeann Bartree Senior Associate
Tim Suba Senior Associate
Alejandra Rice Senior Associate
Sulima Mohanty Consultant
Jess Wilson Analyst
Amy Kunkle Analyst

Jill Nyhus
VP of Educator Quality
Chief Financial Officer
TBH
Kim Day
Director of Finance Lead Project Coach
(Marion)
TBH

Regina Urueta Project Coach (Marlboro)

Christina Ashford E3 Grants Manager
Kia Johnson Project Coach
(Colonial)
Bookkeeper TBH Lisa Novotney Project Coach (MSD Decatur)

Dana Dudenhoeffer Project Coach (Gainesville ISD)

Appendix B: Example Monthly Equity Meeting Agenda

Agenda

DISTRICT
NAME

Superintendent's Cabinet Meeting: Equity Work

DATE, 10:30-12:00

Pre-reading:

- Review the Six Conditions
- Read/Review "Persistence: The Key to Racial Equity Leadership"

Meeting Goals:

- Review and Discuss the Six Conditions
- Discuss How the Conditions Move Us Toward Anti-Racism
- Conduct Initial Discussion of Persistence

11:10

rap-up

10:30-

10:40

/ the Key

Meeting Framing Kate

Components of Each Condition
(minutes)

Team
Team

10:40-

2. Written Reflection: (10 minutes)

- Which of the Conditions was

easiest for you to embrace?

- Which was the most difficult?
- List three specific commitments you can make to actualize one or more Conditions

Agenda

11:10-

11:40

ity is the condition that would

d if one's racial identity no

longer predicted, in a

one fared.”

<https://fpg.unc.edu/sites/fpg.ur>

resources/Racial_Inequity.pdf

- How Do We “Live the 11:40-
ensuring equity and becc 12:00

“What is important is ! to Racial
expand your racial co

- View Singleton Video
<http://qrs.ly/wi4bkdt>
- What are our next steps as
a Senior
Leadership Team?

explore your own racial identity, a
empathize with corresponding pe
and experiences of the racial oth
Singleton

- What is the difference between n
and anti-racist (pp.56-58)?

- How do Singleton
Conditions help
toward becoming
racist? (also see
○ Respond to quote

Insight Education Group is an international educational consulting organization that works with education leaders to develop the strategy and confidence to lead bold change—and provides the embedded supports to make change happen.

INVOICE

Date	INVOICE #
11/18/2021	226

Customer
Ferguson-Florissant Public Schools 8855 Dunn Road Hazelwood, MO 63042

RECEIVED
By Accounts Payable at 8:11 am, Nov 19, 2021

P.O. No.	Due Date
22620003-00	12/18/2021

Description	Amount
For the Full 2021-2022 Partnership with Ferguson-Florissant. Invoice 1 of 1.	148,300.00
Total	\$148,300.00

Questions? Please contact our Accounts Receivable team at ar@achievementnetwork.org or call 617-725-0000 ext. 3.

Our preferred payment method is wire/ACH:
Bank Name: Eastern Bank
Bank Address: 265 Franklin St., Boston, MA 02210
Account #: 600565733
Routing #: 011301798

If sending checks, please remit to:
The Achievement Network
P.O. Box 843444
Boston, MA 02284

INVOICE

Date	INVOICE #
6/11/2021	744

Customer
Ferguson-Florissant Public Schools 8855 Dunn Road Hazelwood, MO 63042

RECEIVED

By Accounts Payable at 7:22 am, Jun 14, 2021

P.O. No.	Due Date
21620008-00	7/11/2021

Description	Amount
For services rendered November 16, 2020 - June 30, 2021.	37,348.00
Total	\$37,348.00

Questions? Please contact our Accounts Receivable team at ar@achievementnetwork.org or call 617-725-0000 ext. 3.

Our preferred payment method is wire/ACH:
Bank Name: Eastern Bank
Bank Address: 265 Franklin St., Boston, MA 02210
Account #: 600565733
Routing #: 011301798

If sending checks, please remit to:
The Achievement Network
P.O. Box 843444
Boston, MA 02284

INVOICE

Date	INVOICE #
11/16/2020	433

Customer
Ferguson-Florissant Public Schools 8855 Dunn Road Hazelwood, MO 63042

RECEIVED
By Accounts Payable at 11:39 am, Nov 16, 2020

P.O. No.	Due Date
	12/15/2020

Description	Amount
For services rendered July 1 - November 15, 2020.	31,602.00
Total	\$31,602.00

Questions? Please contact our Accounts Receivable team at ar@achievementnetwork.org or call 617-725-0000 ext. 3.

Our preferred payment method is wire/ACH:
Bank Name: Eastern Bank
Bank Address: 265 Franklin St., Boston, MA 02210
Account #: 600565733
Routing #: 011301798

If sending checks, please remit to:
The Achievement Network
P.O. Box 843444
Boston, MA 02284



FERGUSON-FLORISSANT SCHOOL DISTRICT

Administration Center
8855 Dunn Road
Hazelwood, MO 63042-2212
www.fergflor.org

Professional Development
Phone: (314) 824-2063
Fax: (314) 824-824-2068

October 21, 2020

Dear Ferguson- Florissant Staff;

I hope this message finds you well in the midst of these unprecedented and difficult times. It is in times like this that we must lean in and support one another.

Since the merger in the 1970s, the Ferguson-Florissant School District has grappled with providing equitable and inclusive high quality education for all students. Over the last few years FFSD leaders have participated in training on equity, social justice, anti-bias, and anti-racism. In April of 2018 the Board of Education adopted an equity resolution and an equity committee was formed to implement the principles of the resolution.

District leaders also participated for three years in the Public Education Leadership Project or PELP at Harvard. Through that work we identified a problem of practice and realized that overall the relationships between our teachers and students needed to be strengthened if our students were to thrive. During the 2020-2021 school year we will continue our efforts to strengthen relationships between the adults in our district and our students.

One of the ways we are addressing that need is through professional learning with the Achievement Network or ANet. ANet is a nationally recognized non-profit founded by educators for educators. Our hope is that our partnership with ANet will help shift the culture of the District, so that Ferguson-Florissant School District is known for equity, social justice, liberation, and high quality education for all students.

With that context, **our second session with ANet will be on the afternoon of Friday, October 23, 2020 from 12:00pm - 1:00pm.** During this session staff will participate in an Anti-Racist Survey that will inform the work that will continue throughout the 2020-2021 school year and beyond. ANet's survey provides an opportunity for staff to reflect on district's strengths and weaknesses in order to develop structures, processes, and habits of an anti-racist district.

Everyone will participate in this training virtually and are able to do so from home via computer, laptop, chromebook, tablet or cell phone. However, to ensure that all staff have access to technology we have made accommodations for staff to enter their home school location in order to participate in the webinar and survey if necessary. Please contact your building administrator or department supervisor prior to Thursday, Oct. 22nd at 3pm if you wish to participate at your school location. All staff who enter any building in the district will need to follow the guidelines below:

- Those entering the buildings should complete the [COVID-19 Screener](#) on-line before entering the building
- Wear a mask entering/exiting and when others are near you
- Use hand sanitizer when entering and exiting
- Sign in and out with the security officer
- Everyone should remain at least 6 feet apart at all times
- Please read the following guidelines located on the [district website](#)

Staff who are unable to participate in the webinar will view a recorded webinar on another date. Your direct supervisor will contact you if this pertains to you.

Social Justice Training- Performance Matters Registration

Certified Staff Section # 11826

ESP Staff Section # 11827

- All Staff- 12:00- 1:00pm
 - [Join Zoom Meeting](#)- using PC, Mac, iPad, iPhone or Android device
 - Join by phone dial- US: +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592 or +1 346 248 7799 or +1 669 900 9128 or +1 253 215 8782
 - Webinar ID: 998 4533 7605

Teacher Schedule 10/23/20

- 8-11am Teacher work time
- 11-12 lunch
- 12:00pm- 1:00pm- ALL Staff (Certified and ESP) will engage in ANet webinar and take the diagnostic survey
- 1:00- 3:00- Secondary and Elementary Building Time

Please register using Performance Matters. Directions on how to register for a course can be found on the [district website](#). Once you have registered you will receive a confirmation email. **Registration is required for attendance tracking.** You will have the opportunity to log attendance during your course, using a QR code via the Performance Matters mobile app, or your presenter will take attendance. To download the Performance Matters mobile app, please follow the directions on this video. [Performance Matters Mobile App download](#) . **If you have technical difficulties with Performance Matters please contact Dequinda Woods.** dwoods@fergflor.org

[Pd Day Schedule](#)

[½ Day Friday Schedule](#)

If you have any questions please let me know.

Thank you,

Liz Davenport

Executive Director of Professional Learning and Leadership
Ferguson- Florissant School District
8855 Dunn Road
Hazelwood, MO 63042
(636) 383-7626 Cell



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September 29, 2020

Dear Ferguson- Florissant Staff,

Greetings! Fall is HERE! I hope you have been able to get outside and enjoy the cooler weather. Friday, October 2, 2020, FFSD teachers and administrators will learn and grow together in order to create and sustain equitable learning environments for our students. This Friday, we will begin our journey with an introduction to Social Justice training that will continue throughout the year. This professional learning will be delivered by The Achievement Network (ANet). ANet is a nationally recognized non-profit founded by educators for educators. Our hope is that our partnership with ANet will help shift the culture of the District, so that Ferguson-Florissant School District is known for equity, social justice, liberation, and high quality education for all students. In order to ready ourselves for the training, please read the attached brief article and take time to consider the reflection questions.

Social Justice (Kickoff) Keynote- Performance Matters Registration Section# 11760

- All Staff- 1:00- 3:00pm
 - [Join Zoom Meeting](#)
 - Meeting ID: 842 4928 5229
 - Passcode: rCnQH1
 - [Pre-Work Article](#) and [Reflection Questions](#)

Building Time/PLC's

- Secondary 12:10-1:00
- Elementary 3-4:00

Please register using Performance Matters. Directions on how to register for a course can be found on the [district website](#). Once you have registered you will receive a confirmation email. **Registration is required for attendance tracking.** You will have the opportunity to log attendance during your course, using a QR code via the Performance Matters mobile app, or your presenter will take attendance. To download the Performance Matters mobile app, please follow the directions on this video. [Performance Matters Mobile App download](#) . **If you have technical difficulties with Performance Matters please contact Dequinda Woods.** dwoods@fergflor.org

[Pd Day Schedule](#)

[½ Day Friday Schedule](#)

If you have any questions please let me know.

Thank you,

Liz Davenport

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Professional Development

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October 26, 2021

Dear Ferguson- Florissant Certified Staff;

Hello FFSD Family! Our next full day professional development day is **Tuesday, November 2, 2021**. FFSD teachers and administrators will engage in professional development district-wide from 8:00 am and ending at 4:00 pm. Lunch will be on your own from 12:00 - 1:00 pm. **Professional learning will take place both virtually and in person.** Please register for your sessions using Performance Matters.

[Registration and Zoom Links](#)

[Map for STEAM High School](#)

[Map for McCluer High School](#)

[Map for McCluer North High School](#)

We continue to focus on our FFSD instructional goal: *All schools will provide a rigorous Tier 1 instructional program that strongly aligns with district curriculum and grade level/content area standards.* Elementary will engage in training on Standards Based Grading in the morning and all levels will participate in curriculum training throughout the morning. All Fine Arts, PE and Library teachers will have the opportunity to engage in horizontal District-Wide PLC's in the afternoon. **All other staff will have time for teacher led PLC's from 1-4pm.**

Grades K-5 Standards Based Grading Training from 8-9:45am

10:00am - 12:00pm Content training (see registration)

1-4pm Building PLCs

As we continue our journey toward Anti-Racist Schools, this year we will focus on creating Change Teams at our Secondary schools. Thus secondary schools (grades 6-12) will engage in training around our Anti-Racist practices in the morning.

ANet Training for Grades 6-12 Certified Staff from 8-9:30am

10:00am - 12:00pm Content training (see registration)

1-4pm Building PLCs

ANet Training for K-12 NON-Certified Support Staff from 1-3pm **PM Code 12747**

We will use the TalentEd- Performance Matters platform to register for courses. Directions on how to register for a course can be found on the [district website](#). Once you have registered you will receive a confirmation email. **Registration is required for attendance tracking.** You will have the opportunity to log attendance during your course, using a QR code via the Performance Matters mobile app, or your presenter will take attendance. To download the Performance Matters mobile app, please follow the directions on this video. [Performance Matters Mobile App download](#)

If you have any questions please reach out to your Building Professional Development Chairperson.

Thank you,

Liz Davenport

Executive Director of Professional Learning and Leadership
Ferguson- Florissant School District
8855 Dunn Road
Hazelwood, MO 63042
(314) 824-2054 Work
(636) 383-7626 Cell



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Professional Development
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Fax: (314) 824-824-2068

March 31, 2022

Dear Ferguson- Florissant Certified Staff;

Hello FFSD Family! Our next full day professional development day is **Tuesday, April 5, 2022**. FFSD teachers and administrators will engage in professional development district-wide from 8:00 am and ending at 4:00 pm. Lunch will be on your own from 12:00 - 1:00 pm. **Professional learning will take place either virtually from SCHOOL or IN PERSON.** Please register for your sessions using Performance Matters.

[Registration and Zoom Links](#)

We continue to focus on our FFSD instructional goal: *All schools will provide a rigorous Tier 1 instructional program that strongly aligns with district curriculum and grade level/content area standards.*

Grades PK-5 ANET- Rollout of [Anti-Racist Standards](#) from 8-9:45am
10:00am - 12:00pm Content training (see registration)
1-4pm Building PLCs

Grades 6-12 8-9:45am- Content training (see registration)
10:15am - 12:00pm ANet- implementation of [Anti-Racist Standards](#)
1-4pm Building PLCs
[STEAM High Map](#)
[McCluer Map](#)

Support Staff may join ANet training with their respective grade level buildings using the appropriate Zoom Link.

We will use the TalentEd- Performance Matters platform to register for courses. Directions on how to register for a course can be found on the [district website](#). Once you have registered you will receive a confirmation email. **Registration is required for attendance tracking.** You will have the opportunity to log attendance during your course, using a QR code via the Performance Matters mobile app, or your presenter will take attendance. To download the Performance Matters mobile app, please follow the directions on this video. [Performance Matters Mobile App download](#)

If you have any questions please reach out to your Building Professional Development Chairperson.

Thank you,

Liz Davenport

Executive Director of Professional Learning and Leadership
Ferguson- Florissant School District
8855 Dunn Road
Hazelwood, MO 63042
(314) 824-2054 Work



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Professional Development
Phone: (314) 824-2063
Fax: (314) 824-824-2068

February 11, 2022

Dear Ferguson- Florissant Certified Staff;

Hello FFSD Family! Our next full day professional development day is **Friday, February 18, 2022**. FFSD teachers and administrators will engage in professional development district-wide from 8:00 am and ending at 4:00 pm. Lunch will be on your own from 12:00 - 1:00 pm. **Professional learning will take place virtually from HOME**. Please register for your sessions using Performance Matters.

[Registration and Zoom Links](#)

We continue to focus on our FFSD instructional goal: *All schools will provide a rigorous Tier 1 instructional program that strongly aligns with district curriculum and grade level/content area standards.*

Grades K-5 Standards Based Grading Training from 8-9:45am
10:00am - 12:00pm Content training (see registration)
1-4pm Building PLCs- please share zoom links with colleagues

ANet Training for Grades 6-12 Certified Staff from 8-9:45am- [Anti-Racist Standards](#)
10:00am - 12:00pm Content training (see registration)
1-4pm Building PLCs-please share zoom links with colleagues

ANet Training for K-12 NON-Certified Support Staff from 1-3pm [Anti-Racist Standards](#)

We will use the TalentEd- Performance Matters platform to register for courses. Directions on how to register for a course can be found on the [district website](#). Once you have registered you will receive a confirmation email. **Registration is required for attendance tracking**. You will have the opportunity to log attendance during your course, using a QR code via the Performance Matters mobile app, or your presenter will take attendance. To download the Performance Matters mobile app, please follow the directions on this video. [Performance Matters Mobile App download](#)

If you have any questions please reach out to your Building Professional Development Chairperson.

Thank you,

Liz Davenport

Executive Director of Professional Learning and Leadership
Ferguson- Florissant School District
8855 Dunn Road
Hazelwood, MO 63042
(314) 824-2054 Work



Social Justice for Anti-Racist Schools

Educational Equity Consultants is pleased to offer the following proposal for the Ferguson-Florissant School District in their initiative to create and sustain anti-racist schools. It is our expectations to present a proposal that will:

- ✓ Develop clear guiding principals to ground the work of Social Justice.
- ✓ Connect anti-racists practices with classroom instruction.
- ✓ Address deficit thinking, practices, and mindsets that fuel implicit and explicit biases
- ✓ Provide research based and effective strategies that challenge systems of oppression and sustain culturally inclusive environments for all students to achieve academic success.
- ✓ Create engagement of the community stakeholders to strengthen partnership for efforts to support diversity as a strength of the school district.

A Cultural Change

No doubt the focus of this commitment is to create a cultural change within the school district. Often a cultural change in any organization is vested in policy and procedures. Both of which are desirable elements of the organization. A cultural change that is

sustainable over time must also include a focus upon both personal preferences and deeply embedded belief systems held by those within the organization. With this in mind, this proposal will explore opportunities to exercise professional development regarding equity from a balance of both an affective domain – one of attitudes, assumptions, and opinions – and the cognitive domain one of analysis, causation, and application.

Our work over the past eighteen years has been benchmarked by this dual focus upon equity and the creation of a culturally responsive anti-racist classroom and school setting. Therefore, our working definition for an initiative of this nature includes the following:

Cultural Consciousness – a mind set (some would say a “heart set”) that esteems one’s own culture while positively engaging with those whose cultures differ from our own. It honors differences and sees diversity as a strength from which everyone profits. (Affective Domain)

Cultural Efficacy – educating with your personal values and behaviors and your classroom and school’s policies and practices in a manner that is inclusive with cultures that are new or different from you and the school. (Cognitive Domain)

A cultural change of this nature demands a level of persistence by leadership, an authentic dialogue of all those who impact student achievement, and a system of evaluative feedback that provides accurate measures of growth by employees who hold high academic standards for all students through culturally responsive classroom instruction, professional development, and sustainable relationships with community stakeholders.

I Qualifications:

A. Educational Equity Consultants

In 2002 we began our journey of school reform to address the achievement gap. Our efforts to create a culture of inclusiveness for all children has been benchmarked by a focus upon both personal dispositions and attitudes of educators regarding racism and all other forms of oppression and a diligent examination of systemic policies and practices that sustain oppression and marginalize students. Since that time, we have worked with school districts in St. Louis and Kansas City and districts in Illinois, Virginia, Kansas, and California.

Educational Equity Consultants

8420 Delmar Blvd., Suite 500 A

St. Louis, MO 63124

314-997-6500

B. Vendor Personnel/Area of Experience Profile

Anthony Neal – Educational Leadership/Curriculum/Instruction

Dr. Phil Hunsberger – Educational Leadership

Dr. Billie Mayo – Educational Leadership

Dr. Sarah Riss – Educational Leadership/Superintendent

Dr. Deb Holmes – Educational Leadership/Curriculum

Reginal Williams – Curriculum/Instruction

Leon Sharpe – Owner of Praxis

Sherita Love – Teacher

Dr. Alice Miller – Curriculum/Instruction

Dr. Mary Ferguson – Curriculum/Instruction

Denisha Johnson – Restorative Practices

C. Vendor Experience Profile

Anthony Neal – CEO/President of EEC

Anthony Neal served as Director of Southern Illinois University East St. Louis Charter High School for 11 years. During his tenure, the charter school was recognized as a Distinguished School by the Illinois State Charter School Board. Mr. Neal is also an adjunct professor at Webster University teaching in the Media Communications department. He was a faculty and trainer for numerous Dismantling Racism Institutes of the National Conference for Community and Justice and has trained for the Anti-Defamation League's, A World of Difference. In 1991, Tony received a United States Court Appointment to the Educational Monitoring Advisory Committee, St. Louis Desegregation Program. He has presented at the International Principals' Conference in London, England and Toronto, Canada. He has also spoken and/or conducted training for more than 500 agencies, companies, organizations and school districts, including ones in South Africa and Ghana. Mr. Neal holds a Bachelor's Degree from Morehouse College, a Master's Degree from Washington University and a graduate of the Harvard University Urban Principals' Institute, a 2006 graduate of the Vanderbilt University/Peabody College Summer Fellows program, and a 2007 graduate of the National School Leaders Network Facilitator's training at Wellesley College.

Dr. Phil Hunsberger, Co-owner and Senior Facilitator EEC

Phil Hunsberger served for 35 years as an educator in the state of Illinois as a teacher, principal, and district office administrator. In 1998, the Illinois requested Dr. Hunsberger to serve as an "Educator in Residence" to assist reform in school districts throughout the state. That assignment led to position of Executive Director of the Metro East Consortium for Child Advocacy (MECCA), which is a partnership of six Illinois School

Districts that include East St. Louis, Cahokia, Madison, Dupo, Venice and Brooklyn. During this time, Dr. Hunsberger served as an adjunct professor for National-Louis University in the department of educational leadership. Dr. Hunsberger received his Bachelor of Science in Education and Master's in science in Educational Administration from Northern Illinois University. His doctorate in Educational Leadership was from National-Louis University, Wheaton Campus. In 1994, the National Association of Elementary School Principals selected Phil as the National Distinguished Principal from Illinois. Dr. Hunsberger has contributed articles for the National Association of Elementary Principals Association, the International Network of Principal Centers, the National Association of Reading Research Dr. Hunsberger is also co-author of the recently published: *Becoming a Social Justice Leader: Using Head, Heart, and Hand to Dismantle Oppression* (Rutledge Press 2016)

D. References

St. Louis Public Schools

801 N. 11th Str

St. Louis, Mo 63101

June 2018 – June 2019

Dr. Paula Knight, Chief Academic Officer

314-345-2247

North Kansas City Schools

2000 NE 4th Str.

Kansas City, Mo 64116

Mark Maus

816-321-5002

Webster Groves School District

400 E. Lockwood Ave.

Webster Groves, Mo. 63119

Dr. John Simpson

314-961-1233

Ferguson-Florissant School District

8855 Dunn Rd.

Hazelwood, Mo. 63042

Dr. Joseph Davis

314-824-2054

Parkway School District

Dr. Charlotte Ijei, Director Pupil Personnel/Diversity

314-415-5062

University City School District

Dr. Sharonica L. Hardin-Bartley, Superintendent of Schools

314-290-4002

Joliet Township High School District 204, Illinois

Dr. Karla J. Guseman, Superintendent of Schools.

815-727-6972

E. Proposed Fee Structure

See Proposal Chart

FELONY CONVICTION NOTIFICATION

**** Signed documents upon request**

By submitting this offer and signing this certificate, this bidder:

- Certifies that the owner/operator has not been convicted of a felony, except as indicated on a separate attachment to this offer, and
- Certifies that no employee who will enter school buildings or potentially have contact with school children has been convicted of any felony or a misdemeanor involving violence or sexual contact or sexual abuse. It shall be the duty of the vendor to conduct the appropriate background checks on its employees and vendor agrees to share this information with the District upon request.

Vendor Name: Education Equity Consultants

Vendor Address: 8420 Delmar Blvd., Suite 500 A

St. Louis, MO 63124

Vendor Telephone: 314-997-6500

Fax Number: 314-997-6502

Authorized Company Official's Name: Anthony Neal

Signature of Company Official: _____

Date: 7/12/2020

FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM

****Signed documents upon request.**

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By:_(signature)

Printed Name and Title: Anthony Neal CEO

For and on behalf of: Educational Equity Consultants

FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

****Signed documents upon request.**

The following chart examines the scope/activities/outcomes and cost associated with Just Schools for Professional Development for Social Justice for Anti-Racist Schools.

Just Schools

Cohorts developed for **Just Schools** are made up of both certified and non-certified individuals

Activity/Schedule	Purpose	Outcome
<p>Ferguson-Florissant School district will select up to 40 instructional staff members to attend the JUST SCHOOLS program of Educational Equity Consultants</p> <p>Just Schools includes an introspective two-day retreat followed by four days of diversity training to improve policies and practices.</p> <p>Exact dates TBA</p>	<p>Just Schools is designed as an approach to both an individual’s stance toward diversity and as well, the strategies that might be used to create an inclusive environment.</p> <p>Participants in this program are provided a number of interpersonal reflections regarding their own stance during the two-day retreat. This retreat will include a comprehensive examination of the architecture of oppressions with emphasis upon racism, but not at the exclusion of other “isms” that exist within a school setting. The work is designed for safe authentic conversations, reflections, and interactive activities.</p>	<p>Research conducted by Dr. Phyllis Balcerzak, Washington University during a seven-year program period, rendered the following results:</p> <p><i>“The evidence from this study would indicate that the personal and public awareness and knowledge of racism created through the Just Schools program transferred to the educational setting as a desire among participants to act as change agents.</i></p> <p><i>Additionally, the strategies for change that are enacted vary from changing hiring practices, attending ally groups to share knowledge and practices, engaging colleagues in interpersonal conversation about racism in the setting and discovering ways to create learning.”</i></p>

	<p>The following up sessions will provide participants with specific instructional strategies at both the classroom and school level to insure an inclusive environment for learning.</p>	
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Instructional Staff

<p>Proposed Budget</p> <p>Just School Program</p> <p>2-day retreat = \$14,000.00</p> <p>4 days of follow-up = \$14,000.00</p> <p>Total Cost of Just Schools = \$28,000 x 2 Cohorts = \$56,000.00</p>

Appendices

The appendices that follows support the curriculum and training in each of the areas mentioned throughout the proposal. They provide a critical lens in which to explore cultural competency, engage in conversations about the impact of race on learning and achievement, and examine the impact in which one’s behavior and perception has on student success. All issues that impact an initiative of:

Social Justice for Anti-Racists Schools

Becoming a Social Justice Leader: Using Head, Heart, and Hands to Dismantle Oppression

By: Phil Hunsberger, Billie Mayo, and Anthony Neal

Contents:

1. Before You Begin
2. Designing Conversations
3. A Conversation of the Heart
4. A Conversation of the Head
5. A Conversation of the Hand
6. Allies: We Can't Do This Alone
7. Lessons Learned

This book helps school leaders let go of a “comfortable” mindset and enter a world of courageous conversations that examine and challenge the impact of racism and other forms of oppression on disciplinary patterns, instructional practices, and school policies. Published 2016.

Courageous Conversations About Racism and Culturally Responsive Teaching

By: Educational Equity Consultants

Contents:

1. Courageous Conversations: Participants will engage in activities to discover the ways that they individually learned information and misinformation about race and other identities.
2. Intent and Impact: Participants are invited to explore intent and impact and how these variables often confuse rather than clarify

- conversation. In particular, participants will examine “school Language” commonly used with colleagues, students, and parents.
3. Ubuntu: Participants will explore how belonging contributes to building an inclusive learning environment for all children, thus helping to eliminate the achievement gap.
 4. Dreamkeepers: Participants examine the notions of teacher power and responsibility, and are introduced to instructional practices of culturally relevant teaching.
 5. Dreamkeepers Part Two: Participants will explore the role as teachers, their view of social relations with students and their families, and their conception of knowledge.
 6. What Doesn't Meet the Eye: Participants will explore the research of Ronald Ferguson that examines what contributes to academic achievement gaps and what educators can do to eliminate the gaps. This module explores the centrality of the student/teacher relationship in eliminating academic achievement gaps.

This training series, developed by Educational Equity Consultants, provides teachers and leaders the opportunity to explore mental models, sharpen skills, and gain an increase comfort level in the realms of thinking, feeling, and doing.

**Leading for Equity:
The Pursuit of Excellence in Montgomery County Public Schools
By: Stacey Childress, Denis Doyle, David Thomas**

Contents:

1. Challenging the status Quo
2. Implementing a Differentiation Strategy
3. Building Relationships for Sustainability
4. Expanding Capacity Through Investments in People
5. Designing New Systems and Structures for Change
6. Creating an Equity-Focused Culture

7. Six Lessons from the Montgomery County Journey and a New Call to Action
8. Strategy as Problem Solving

This book is an excellent guide for educational leaders. Published 2009

Not Light, But Fire

How To Lead Meaningful Race Conversations in the Classroom

By Matthew R. Kay

Part 1: The Ecosystem

Part 2: A Study of Conversations

The focus of this book is the development of skill, disposition, and classroom culture to engage in courageous conversations regarding race. Published 2018

Culturally Responsive Teaching & the Brain

Zaretta Hammond

Part I: Building Awareness and Knowledge

Part II: Building Learning Partnerships

Part III: Building Intellectual Capacity

An excellent exploration of instructional approaches aligned with brain research to insure greater engagement and academic success of culturally and linguistically diverse students. Published 201

Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom

By Lorraine Monroe

Contents:

1. On a Noble Mission: The Frederick Douglass Academy Story (Working from the Heart)
2. Gifts of the Ancestors: Lasting Legacies of My Early Life (Attitude)
3. Glimpses of the World: First Lessons in Living, Learning, and Leading (Perseverance)
4. You Can't Outrun Your Fate: Finding a Personal Mission (Being and Idealist in a Less-Than-Ideal World)
5. Believing in Me: Rising Above the People Who Would Drag You Down (Teaching and Learning)
6. I'm an Idea Whose Time has Come: Becoming a Leader (Leadership I)
7. The Hum of Excellence: Insisting on Quality (Pursuing Excellence)
8. How to Find and Feed the creatively Crazy: Inspiring Innovation (Making Things New)
9. Wars and Alarms: Some Battles You Win...Some Battle You Lose (Leadership II)
10. You Cannot Lose Your Good: Finding a New Path – Tales of a Roving Educator (Human Touch)
11. Feed Your Soul: What a Leader Must Do to Nourish Her Own Spirit (Inner Strength)
12. Last Licks: Some Things I've Learned About Myself and the Work (The Heart of the Matter)

Although this is an older text its relevance is still current. It provides great lessons on leadership. Published 1997

So You Want to Talk about Race

Ijeoma Oluo

Seventeen Chapters exploring all the issues that minimize and/or silence the talk about race. Published 201

Educational Equity Consultants, LLC

8420 Delmar Boulevard, Suite 500A

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www.eec4justice.com

Anet
FFSD District Professional Development Proposal
2021-2022

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<u>Consultant Name</u>	<u>Contact Information</u>	<u>Honorarium</u>
Achievement Network	TRoseWatson@achievementnetwork.org	\$179,700

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<p>Self-Guided Anti-Racist Training Modules for All-Staff Access November-February</p>	<p>ANet will train and develop All-staff in building blocks and skills for actualizing anti-racist standards to impact student learning, sense of belonging student dignity, and engagement</p> <ul style="list-style-type: none"> • Audience:- All Staff • Logistics: 2 self-guided modules per quarter, all virtual 	<p>\$6,000</p>
<p>District Change Team Support and Training August 13th, Nov 2nd, Feb 18th, April 5th from 3-5pm</p>	<p>ANet will facilitate a training for District leaders to build capacity in applying anti-racist standards towards District procedures and practice.</p> <p>ANet will support, strategically expand, and train the multi-racial, multi-generational Change Team (teachers, leaders, students, families, community) to support sustainable strategy for student learning, sense of belonging, and engagement. These sessions will support the implementation of the district strategy.</p> <ul style="list-style-type: none"> • Audience- District Change Team • Logistics 4, 90-minute sessions, 2 facilitators (after school), all virtual 	<p>\$6,000 *based on district availability, we are cutting the price in half</p>
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Professional Development Presenters/Consultants:

<u>Consultant Name</u>	<u>Contact Information</u>	<u>Honorarium</u>
Achievement Network	TRoseWatson@achievementnetwork.org	\$179,700

What are the NEXT STEPS following this training?:

1. [See attached](#)
2. **Creating Change teams at the school level- [see attached](#)**

Costs:

		<u>QTY</u>	<u>TOTAL</u>
Materials needed:			
Presenter/Consultation Fee	\$179,700		
TOTAL:	\$179,700		

Submit the above proposal outlining the purpose and expected outcome of the sessions. If a paid presenter is to provide services, forward their W-9, completed Consultant Agreement, and resume to lrobinson@fergflor.org

Await emailed confirmation of approval prior to making any arrangements. If approved, all is completed by the Federal Programs Office.

Upon completion of each planning session the following must be scanned to the lrobinson@fergflor.org:

- Sign-in Sheet and Minutes
- Copy of the Handouts or PowerPoint

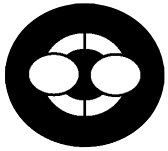
Proposed Services for 21-22 Renewal Year

*ARC team will finalize the Aug 13, 2021 date for diagnostic

Session Title	Session Details	Price
AR Full Model for System Level Services		
SYSTEM LEVEL		
Summer Leadership Institute and Board Meeting June 9th	<ul style="list-style-type: none"> Board presentation Co-facilitation of all-day session 	\$3,500 <i>Offered at no additional cost</i>
New Teachers August 4	ANet will support New teachers with an overview of anti-racism and it's application at Ferg-Flor <ul style="list-style-type: none"> <i>Audience: New Teachers</i> <i>Logistics: 1 hour, virtual</i> 	\$2,000
Board Training October 9	ANet will support the Board with internalizing and approving the anti-racist standards <ul style="list-style-type: none"> <i>Audience: Board Members</i> <i>Logistics: 9 hours, 1 facilitator</i> 	\$2,800 (updated 10/11)
Non-Certified Staff District wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change August 12, August 13th, Nov 2nd, Feb 18th, April 5th from 1-3pm cst	ANet will support staff to internalize and make meaning of Ferguson-Florissant's academic priorities and connections to anti-racism. <ul style="list-style-type: none"> <i>Audience: Non-Certified Staff</i> <i>Logistics: 2 hours per session - 8 hours total, 2 facilitators, in-person in February and April</i> 	\$7,500
Elementary District wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change August 13th, Nov 2nd, Feb 18th, April 15th from 8-10am est	ANet will support staff to internalize and make meaning of Ferguson-Florissant's academic priorities and connections to anti-racism. <ul style="list-style-type: none"> <i>Audience: Elementary Staff</i> <i>Logistics: 30 min intro and 30 min for closing 60 min, in-person</i> 	\$5,000
Secondary District wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change August 13th, Nov 2nd, Feb 18th, April 5th from 8-10am cst	ANet will support staff to internalize and make meaning of Ferguson-Florissant's anti-racism standards and how they will directly apply to change leadership for impacting school change. <ul style="list-style-type: none"> <i>Audience: Secondary Staff</i> <i>Logistics: 2 hours per session - 8 hours total, in-person</i> 	\$7,500

<p>Anti-Racist diagnostic Assessment, Focus Groups, and Progress Updates October 2021, April 2022 (after school)</p>	<p>ANet will conduct an anti-racist diagnostic for students only through surveys and district level focus groups, thereby providing comparative data from initial diagnostic and consult with District leadership to discuss progress</p> <ul style="list-style-type: none"> • Audience: All Staff and District Leadership, Students • Logistics: 1 - 90 min session + 60 minutes for each focus group (expecting 2 groups), all virtual 	<p>\$8,000 (covers assessment administration across the district, focus groups, data analysis, and presentations) (updated 10/11)</p>
<p>Self-Guided Anti-Racist Training Modules for All-Staff Access November-February</p>	<p>ANet will train and develop All-staff in building blocks and skills for actualizing anti-racist standards to impact student learning, sense of belonging student dignity, and engagement</p> <ul style="list-style-type: none"> • Audience:- All Staff • Logistics: 2 self-guided modules per quarter, all virtual 	<p>\$6,000</p>
<p>District Change Team Support and Training August 13th, Nov 2nd, Feb 18th, April 5th from 3-5pm</p>	<p>ANet will facilitate a training for District leaders to build capacity in applying anti-racist standards towards District procedures and practice.</p> <p>ANet will support, strategically expand, and train the multi-racial, multi-generational Change Team (teachers, leaders, students, families, community) to support sustainable strategy for student learning, sense of belonging, and engagement. These sessions will support the implementation of the district strategy.</p> <ul style="list-style-type: none"> • Audience- District Change Team • Logistics 4, 90-minute sessions, 2 facilitators (after school), all virtual 	<p>\$6,000 *based on district availability, we are cutting the price in half</p>
<p>Leadership and Cabinet Training (ILT) (Dates TBD)</p> <p>*Liz to please list the dates here</p>	<p>ANet will support and train all district principals and designated leaders to lead implementation of district Anti-Racist standards as well as integrate other district initiatives such as distributed leadership.</p> <ul style="list-style-type: none"> • Audience: Principals and Principal Managers • Logistics: 6 - 60 minute sessions, all virtual 3, 60-minute sessions, all virtual, led by two facilitators • High school work will be highlighted during this time 	<p>\$3,000 (updated 10/11)</p>
<p>Anti Racism Executive Group Coaching (Dates TBD)</p>	<p>ANet work alongside the Executive Cabinet team to align on implementing district anti-racism strategy.</p> <ul style="list-style-type: none"> • Audience: Executive Cabinet • Logistics: 15, 30 minute sessions, all virtual 	<p>\$7,000 (updated 10/11)</p>
<p>Executive Coaching July -June 2022 Biweekly</p>	<p>ANet will provide anti-racism consulting to support application of specific anti-racism skills and knowledge toward building change leadership. The work will be grounded in the research of Peter Block and connected to Ferguson's anti-racism standards.</p> <ul style="list-style-type: none"> • Audience: Superintendent and Deputy of Curriculum and Instruction • Logistics: 15 - 30 minute sessions, all virtual 	<p>\$3,500 (updated 10/11)</p>
<p>Travel</p>	<ul style="list-style-type: none"> • Travel for two facilitators to in-person sessions on Feb 18th and April 5th -- \$1,000/trip/facilitator = \$4,000 • Travel for one facilitator to in-person board training on October 9th -- \$1,000/trip/facilitator = \$1,000 <p>Travel fees are estimated based on anticipated travel for the year. Actual</p>	<p>\$5,000 (updated on 10/11)</p>

	<i>cost incurred as a result of travel completed will be billed in full at the end of the year; travel costs are not to exceed \$8,000.00 in total for the in-person engagements on the dates listed.</i>	
TOTAL COST		\$89,700.00



Approaches to Cultural Diversity

1. Cultural Competence Approach (Intercultural Approach)

The cultural competence approach (also called *intercultural approach*) arose from the need to develop cross-cultural understanding and communication between people and nations, and became a **hallmark of business efforts to more effectively sell goods and services in a global market.** It is rooted in the idea that business people needed to **understand and better interact with people from other countries whose cultures are “different.”**

This approach examines the ways in which human beings speak, reason, gesture, act, think, and believe based on broad cultural differences. **The approach tries to help people develop an awareness of the richness and variety of values and assumptions of peoples of other cultures.** The cultural competence approach may also include an evaluation of mainstream culture, but often other cultures are simply evaluated as different from the mainstream. **The terms “worldview,” “cultural relativism,” “mores,” “value orientation,” “verbal/non-verbal communication,” and “foreign,” are often used when applying an intercultural approach.**

In the cultural competence approach, conflicts between different cultural groups are viewed as arising from ignorance, cultural misunderstanding, and value clashes. Increased cultural awareness, knowledge, and tolerance are the solutions. **Cultural identity and ethnicity are primary focuses, but racial identity, sexual orientation, and disability status are not often examined. Cultural differences are not viewed through a framework of societal power and oppression.**

**Problem: cultural misunderstanding
Solution: Increase cultural awareness**

2. The Legal Compliance Approach

The legal compliance approach is **based in legal theory, civil rights laws, and human resource development strategies.** The approach is primarily concerned with monitoring the **recruitment, hiring, and promotional procedures affecting people from protected classes so as to increase representation in the organization and comply with anti-discrimination laws.** Terms such as **“equal opportunity,” “non-discrimination policies,” and “protected classes,”** are often used when applying a legal compliance approach to cultural diversity.

Because the legal compliance approach is rooted in “managing diversity” and avoiding **costly litigation** around personnel issues, the optimal state of human relations is **“colorblindness,”** in which “people are just people,” and differences are not taken into account or mentioned. In fact, to even acknowledge obvious visual differences may be interpreted as evidence of prejudice.

In the legal compliance approach, **assimilation to the dominant culture is also seen as an appropriate goal of diversity efforts.** This perspective reinforces the dominant group's worldview, with the standards of whiteness, maleness, and heterosexuality remaining intact.

Conflict among groups is seen as arising primarily out of individual biases, lack of compliance with civil rights laws, and exclusionary procedures within an organization. The legal compliance approach is not

**Problem: Personal bias and non compliance with civil rights law.
Solution: Compliance with the law**

concerned with social change, but adherence to legal standards that govern interaction in employment, housing, public accommodations, and education. Those legal standards are rarely questioned.

3. The Valuing Differences Approach

Cultural pluralism, a view that the society is a “salad bowl” of cultures, is the core tenet of the valuing differences approach. Rather than ignoring human differences, the valuing differences approach recognizes and celebrates them as the fuel of creativity and innovation.

The valuing differences approach sees conflict among groups as the result of an inability to recognize and value human differences. The core value is the recognition of individual uniqueness while also acknowledging different group identities.

This approach seeks to build relationships across cultural differences. It also recognizes how prejudice hurts individuals from non-mainstream groups. The problem is seen as an inability to adapt to wider diversity and accept those outside the dominant culture. Everyone is “different” in this view, and that difference is a motivation to consider the experiences of others.

The valuing differences approach does not examine the privilege and entitlement of dominant group members. When oppression is examined, it is often equated with bigotry (extreme prejudice) and it is assumed that all groups have equal societal power. Usually, discussing power differentials is seen as divisive and reinforcing of an “us vs. them” mentality.

Terms such as “differently-abled,” or “people of diversity” are commonly used in the valuing differences approach. While the terms give the appearance of inclusiveness, they are based on mainstream culture norms of whiteness, maleness, ability, etc. When it is framed in this way, “race” becomes something that people of color have (but not white people), and “sexism” is a “women’s” issue. Defining the dominant group as neutral fails to recognize how the lives of all people are distorted and impacted in societies stratified by race, gender, and other identities.

Problem: People have the inability to adapt to diversity
Solution: recognize and celebrate our differences

4. Diversity, Equity, and Inclusion Approach

The diversity, equity, and inclusion approach (DEI) arose as a way to synthesize themes from other diversity approaches while building in the goal of equity. *Diversity* is the presence of difference in a setting, and is often aimed at cultural differences, but can include almost any difference. *Equity* is the result of work that removes “barriers” that prevent or limit group members from succeeding. *Inclusion* is creating environments in which everyone feels welcomed. In some organizations, work on racial equity or gender equity targets specific ways members of racial or gender groups have been denied opportunities to succeed.

DEI is a popular buzz word in diversity circles and has the advantage of having a stated goal of removing obstacles to success for individuals and group members. Yet the approach has no well-articulated explanation of why it should be used. Usually DEI will be justified for the reasons most diversity initiatives are justified: (1) general fairness to individuals, (2) better utilization of staff resources (diverse talent pools are better); and (3) better customer service (a diverse staff is more reflective of the customer base). Lacking is a critical examination of why barriers consistently arise for members of marginalized groups. As with other approaches, there is a focus away from acknowledging systems of oppression as a root cause of inequity. Instead, a lack of cultural awareness, the failure to enforce anti-discrimination laws, the failure to update and revise organizational policies and procedures, or the presence of cultural misunderstandings are most commonly asserted as obstacles.

Catch all of the above approaches.

5. The Anti-Racism Approach

The anti-racism approach is activist in focus and firmly rooted in the civil and human rights struggles in the U.S. and internationally. Based on an understanding of the history of racism and oppression, this expressly political approach emphasizes distinctions between personal prejudice and institutional oppression.

Understanding how societal power relations affect groups of people is key to the anti-racism approach. Institutions are seen as the primary vehicle of power in a society and those institutions must be reformed to allow persons who are oppressed to have equal access to societal opportunities. While an outcome of the anti-racism approach is the improvement of interpersonal relations between people who are different, the primary goal of the approach is to restructure power relations. Terms such as “power,” “oppression,” “sexism,” “privilege,” and “racism” are common in this approach.

The anti-racism approach goes beyond a focus on racism, and addresses other forms of oppression. Combined with techniques and strategies from the other models, it examines the parallels, intersections, and distinctions between all forms of oppression. Bringing in concepts of dominant group privilege and of internalized oppression, the approach addresses both dominant and oppressed group members, and makes connections to all forms of oppression.

At its best, the anti-racism approach links the micro-analysis and the macro, the personal and the political. It requires deep self-examination and requires action in our personal, professional, and political lives. The anti-racism approach is transformative, and not additive, reformist, or assimilationist.

(Adapted from *Social Change or Status Quo? Approaches to Diversity Training* by Patti deRosa, ChangeWorks Consulting)

Elementary Teachers- please register for the

PM code	Time	Group	Session Title
12526	8-10am	K-2 grade	Standards Based Grading
12527	8-10am	3-5 grade	
	10-10:30	Travel Time if needed	
	12-1:00pm	Lunch	
12535 12538	10:30-4:00	K-2 Section 1- Walnut Grove	Eureka Math: Major Work of the Gradeband (K-2)
	10:30-4:00	K-2 Section 2- Bermuda and Parker Road	Eureka Math: Major Work of the Gradeband (K-2)
12540	10:30-4:00	K-2 Section 3- Commons Lane and Holman	Eureka Math: Major Work of the Gradeband (K-2)
12541 12542	10:30-4:00	K-2 Section 4- Duchesne and Central	Eureka Math: Major Work of the Gradeband (K-2)
	10:30-4:00	Grade 3-5 Section 1- Berkeley	Eureka Math: Major Work of the Gradeband (3-5)
12544	10:30-4:00	Grade 3-5 Section 2- Griffith	Eureka Math: Major Work of the Gradeband (3-5)
12546	10:30-4:00	Grade 3-5 Section 3- Halls Ferry and Lee Hamilton	Eureka Math: Major Work of the Gradeband (3-5)
12547	10:30-4:00	Grade 3-5 Section 4- Robinwood and Combs	Eureka Math: Major Work of the Gradeband (3-5)
12559	10:30-4:00	District Elementary Reading Specialists	Reading Specialist Logistics

			August 13, 2021
12490	10:30 - 4:00	Counselors	Counselor Professional Development
12561	10:30-4:00	SSD K-12 Self Contained Programs	Writing IEPs aligned to DLM EEs
n//a	See SSD schedule	OT/PTs	Orientation Expectations and PD
	10:30-4:00	SSD SLPs	Peer Coaching Model AAC & Ethic CEU
	12:00-1:30	SSD Social Workers	Caseload Distribution

Math session assigned to your school and use

Session Description	Presenter/Contact person Email	# of participants	Building	ROOM/SPACE
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[Zoom Link](#)

Meeting ID: 986 7035 0533
Passcode: 606714

Marzano
Research Lab

500 Virtual n/a

Develop a deeper understanding of the major mathematical work of the primary grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the primary grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the primary grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the primary grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the intermediate grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the intermediate grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the intermediate grade band

Jen Combest

35 Virtual n/a

Develop a deeper understanding of the major mathematical work of the intermediate grade band

Jen Combest

35 Virtual n/a

Participants will receive logistics on the role of Reading Specialist

Shemeicka
Green

10 Admin Ctr 311e

Annual beginning of the year PD. Special Education Procedures Manifestations & Procedural Safeguards Homebound CFS Agencies	Jennifer Lane LaTonna	40 Virtual	n/a
Exploring the Alternate Standards	Crayton	Virtual SSD Learning Center rooms 202/213	n/a
OT/PTs will be at SSD Learning Center for PD delivered by their EPS	Mary Hofman		
Peer coaching and Ethic CEU	Amelia Martin Meg Lovera	Virtual Virtual	n/a n/a

Use the appropriate assigned Zoom Link below.

Materials/ Zoom Links

[Zoom Link](#)

Meeting ID: 986 7035 0533 Passcode: 606

[Materials](#)

[Zoom Link](#)

[Passcode: 371680](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 548656](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 86932](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 604105](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 040314](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 822214](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 132198](#)

[Materials](#)

[Zoom Link](#)

[Passcode: 442499](#)

<https://fergflor-org.zoom.us/j/99184249821>

[Zoom Link](#)

[Passcode:826815](#)

<https://fergflor-org.zoom.us/my/amartinckms>

[Zoom Link](#)

**Ferguson Florissant School District
Social Justice for Anti-Racist Schools Professional Development
2020-2021**

What is the Problem of Practice that informs the need for this training or planning session?

- Students of color in the FFSD are suspended at higher rates than their white peers.
- Students of color in the FFSD underperform academically their white peers.
- This training will ensure equitable access to high quality education for all students through training and changes to the system in order to remove barriers.

Topic(s) of Training/Planning:

The following plan centers on the following outcomes:

- Establishing an inter-departmental anti-racism working group, called a “Change Team” to assist in the long-term development and sustainability of school change through anti-racism.
- The Change Team will work alongside ANet to review, modify, and adopt a set of anti-racism standards specifically designed for the Ferguson-Florissant School District.
- The District’s anti-racism standards will include areas such as: 1) policy, leadership, and management, 2) curriculum, teaching, and assessment, 3) discipline and suspension, 4) student personal development and progress, and 5) staff recruitment, training and professional development.
- The District’s anti-racism standards will become the baseline tools for change through developing the standards, discussing them with school leadership and staff, and implementing them across the school communities.

Who will participate and are subs needed? If overnight, who will share rooms?

Teacher Name/ Subject Area	Dates	Sharing Room With: (if applicable)	Check for ½ Day AM Sub	Check for ½ Day PM Sub
All staff			<input type="checkbox"/>	<input type="checkbox"/>

What is the date, time, and place of the event?

Date	Time	Place
Sept, Nov, Oct. Nov. Dec. Jan. Feb. Mar. Apr	varies	Virtual

Create a SMART goal which defines the expected outcome of the training/planning session(s). (Specific, Measurable, Attainable, Relevant, Time-bound)

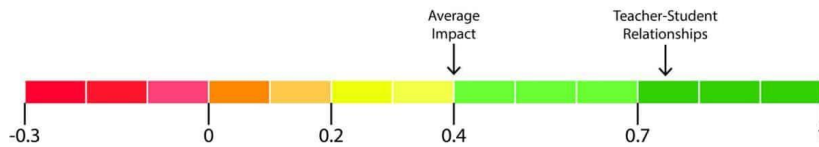
Once we collect initial data we will review it and create a smart goal.

- Center the experience of those most marginalized to expand their perspective of the culture leadership and practices of the District that lead to equitable instruction.
- Identify the barriers in practice and culture for equitable instruction.
- Ground District leaders in anti-racism principles.
- Build a vision around anti-racism to integrate into schools.
- Operationalize this vision through the anti-racism standards developed by the Central Change Team.
- Build a coalition of leaders across the District who have deepened their knowledge and understanding around anti-racism and have worked to form a vision that sets schools up individually to create anti-racist systems, structures, and culture in their buildings.
- Center the District’s anti-racism efforts through compassion and trauma informed lens.

What is the research behind the training?

Strong teacher-student relationships:

- Shape the way children think and act in school
- Improve how well they do at school



When you have a good relationship with your students, they are more likely to feel positive about class and about school in general. They are also more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it. Therefore, it is not surprising that research shows constructive teacher-student relationships have a large and positive impact on students’ academic results.

Professional Development Presenters/Consultants:

<u>Consultant Name</u>	<u>Contact Information</u>	<u>Honorarium</u>
ANet Consultants: <ul style="list-style-type: none"> • Brod Boxley - Director • Marie Kodama • Sean A. Haley • Tamoya Rose-Watson • Tony Plunkett 	1 Beacon Street 2nd Floor Boston, MA 02108	\$68,950

What are the NEXT STEPS following this training?:

In Year 1, the District will set a vision for anti-racist work through developing the anti-racist standards. The District will create a Central Change Team to steward the work of the anti-racist Strategy.

In Year 2, ANet will support the District in selecting 5-10 schools to develop Change Teams in their school buildings. These school Change Teams will build off of the foundation set by the District in Year 1 and work to operationalize the standards within their school context. The school Change Teams will work to establish school-based strategies, practices, and culture that reflect Ferguson-Florissant’s anti-racist standards.

Creating Change Teams in 5-10 Pilot Schools

ANet will provide training for District leadership and the Central Change Team to support the creation of Change Teams in 5-10 schools across the District. ANet will provide resources and training materials to support school leadership in creating Change Teams on their individual campuses.

Costs:

		<u>QTY</u>	<u>TOTAL</u>
Materials needed:			

Presenter/Consultation Fee	\$		\$68,950
TOTAL:			\$68,950

Submit the above proposal outlining the purpose and expected outcome of the sessions. If a paid presenter is to provide services, forward their W-9, completed Consultant Agreement, and resume to lrobinson@fergflor.org

Await emailed confirmation of approval prior to making any arrangements. If approved, all is completed by the Federal Programs Office.

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- Sign-in Sheet and Minutes
- Copy of the Handouts or PowerPoint

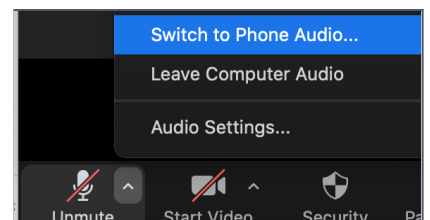
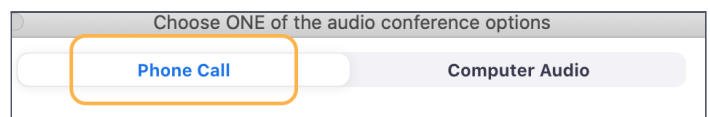
Joining Virtual Group Learning with ANet

We are excited to see you soon for your group learning experience with ANet. We've put together a quick checklist of FAQs and support for getting started. Read through to get familiar (or re-familiarize yourself), we'll see you soon! If you're taking a quick glance, we've **highlighted in orange key headlines in each section!**

Accessing the Event

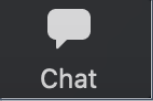
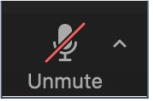
We know everyone's experience with Zoom is different, so we're sharing a few important items to review as you connect to your session. We encourage you to join on your own laptop, but if you're joining with others, just make sure to rename yourself (see below) so we know who is with us!

- ❑ **Setting up Zoom (skip this section if you already have and use Zoom):** If you have not used Zoom on the computer from which you plan to join, **you will be prompted to download and install the Zoom app when you first access your meeting (leave 5-10 minutes for this).** If you do not see this prompt you can visit <https://zoom.us/download> to directly install the "Zoom Client for Meetings." If that is not an option, you have the option to join through your browser.
- ❑ **Update your Zoom software:** Make sure to regularly update your zoom account to the most up-to-date version. They update frequently to address minor bugs and add new features, some of which we may use! **Check to ensure your Zoom is up-to-date by following the steps shown [here](#).**
- ❑ **Logging In:** **In your logistics email, you received specific instructions/login information for your session, including a link, a meeting ID, and a passcode.** When you click the link, you'll likely be prompted to add your name, possibly the meeting ID, and the passcode. This keeps our connection secure- only our registrants receive this login information.
 - ❑ **You can change your name in the meeting itself, by clicking the three dots on your video/image, and select Rename.**
- ❑ **Waiting Room:** If you join early, or possibly right at the start, **you may be placed in a waiting room. Don't be concerned—you're in the right place.** We'll close the waiting room and let everyone in shortly! (where applicable)
- ❑ **Audio Settings:**
 - ❑ **You can connect to audio of this session either by connecting through the device you're using Zoom (Computer Audio), or by calling and connecting a phone (Phone Call).** If you're calling from a phone and accessing the zoom through another device, you'll want to make sure these two are linked together to prevent issues in breakout groups later. To address this:
 - ❑ **While signing in:** As you're connecting to an event, if you want to use audio through your phone, select "Phone Call" and it will instruct you how to connect using the Meeting ID and participant ID
 - ❑ **After you've signed in:**
 - ❑ Click switch to phone audio
 - ❑ Then, on your phone, dial: # Participant ID #, and it will connect your audio and video.
 - ❑ You'll be muted upon entry—this allows our facilitators to kick off the session without the interruptions that sometimes come with background noise.
- ❑ **Recording:** This presentation is being recorded for live and future broadcasts. By attending this event, your image and/or voice may be included in the recordings. Your attendance indicates your consent to be recorded and for ANet to use your image and/or voice for any use in its business.



Navigating within the Event

Below you'll find a few technical components to support your navigation of the platform once you join!

- ❑ **Sharing Recording and Materials** (*where applicable*): The most common question is, "Will this be recorded and slides shared later?" And the answer is **YES- we'll share the recordings and materials after the event!**
- ❑ **Technical Assistance Within Session** (*where applicable*): If you need technical assistance during the session, **you should direct your chat to ANet_Tech_Name.**
- ❑ **Using Chat:** Use the chat to share reflections as you go, to elevate questions about the content, and to connect and support other participants in the session. We will answer some questions in the chat, and may save a few questions to answer aloud. If you can't find it, look for this icon and it will open your chat box! 
- ❑ **Coming Off Mute:** We're going to mute you at the start. You'll need to unmute yourself to speak during the session, or during breakout sessions. To do this, **just click the unmute icon.**
 - ❑ **If you experience any issues here, and are using your phone for audio zoom, be sure to unmute yourself on Zoom AND on your phone.** The "double mute" is usually the reason for this. 
- ❑ **Video:** We encourage you to **share your video** so we can see you during our engagements! If you need to turn off your webcam to fully engage, that is okay too. Come how you are, and ready to engage.
- ❑ **Breakout Groups** (*where applicable*): In the spirit of interactive engagements, your session may include breakout groups. If you're unfamiliar, these groups allow smaller groups to come together so you can engage in dialogue. Think of this as talking with others at your table if we were in-person! **You'll get more specific instructions in your session!**

Purpose Statement: *Our role as educators is to support each other towards accomplishing educational equity. This requires us to develop the mindset and leadership practices we know are critical to this work--supporting leaders in setting priorities, strengthening their content knowledge, and developing their teachers. And, we know this also requires us to support leaders in recognizing, responding to, and addressing inequities in students' experience and the school's culture. Asking/answering the question "why does equitable instruction in math/literacy and all content areas matter to me/my students?" is important to build a vision of excellence and actively advance instruction toward that vision. The below definitions are designed to support in that work.*

ANet Definitions of Educational and Institutional Equity

- **Educational Equity:** A guarantee that educators engage ALL students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.
- **Institutional Equity:** Leadership, practices and culture that guarantee educators engage ALL students with meaningful support they need to meet and exceed a common standard through high-quality instruction.

ANet Definitions of Equitable Instruction

Across content areas, equitable instruction means:

- A belief that **ALL students come to us with valuable knowledge and an innate ability to learn**; educators work actively to hold high expectations for all students and recognize and disrupt their own/others' biases which can erode expectations for students
- A classroom that is **sustaining of students' culture** and cultivates a **growth mindset/culture of error**
- Instruction that reflects principles of [anti-oppression](#)
- **Students shouldering the cognitive lift** in their learning and **sharing their developing thinking**
- Targeted opportunities to **address unfinished learning/teaching to make grade-level instruction accessible for all students**
- Targeted **analysis of data and student work** to adjust instruction and respond to student needs

In literacy, this means **instruction and curriculum aligned to the shifts and standards:**

- Ongoing, coherent learning experiences that **build knowledge of words and the world**
- Engagement in **complex text** and **grade-level texts/questions/tasks**
- A majority of time spent **reading/writing/speaking about appropriately complex texts**
- **Effective foundational skills instruction** (and, when needed, remediation) that enables student access to complex, grade-level texts and tasks

In math, this means **instruction and curriculum aligned to the shifts and standards:**

- Engagement in **focused and coherent learning experiences** that bridge students' prior knowledge to provide access to grade-level standards/tasks (including a majority of time spent on major work of the grade)
- **Rigorous instruction** to develop/strengthen conceptual understanding, procedural skill/fluency, and application skills
- **Consistent opportunities to engage in the Standards for Mathematical Practice (SMPs)**

Principals-

During our all-staff Anti-racist Learning and Development session with ANet on Friday, February 12, we will need to break into groups by schools at about halfway into the session. Because this is an all-staff event we will be utilizing Zoom Webinar. Webinar does not allow for breakout groups.

- **Therefore, we are requesting that you utilize your Zoom link to host the breakout sessions for your staff. Please include your Zoom link and name accordingly in the table below.**

During the small group time, the group will discuss the following questions on these [slides](#).

- This will be a time when all voices can be heard! Staff feedback is crucial to this work.
- Larger schools may utilize breakout rooms and assign additional facilitators to create smaller groups.
- Schools will be given a time limit for discussion. Once the discussion is over, staff will rejoin the webinar here: <https://fergflor-org.zoom.us/j/99197222079>

****FINAL** No more edits at this time**

Group Name	Zoom link <enter your own zoom link>	Name of who owns the Zoom	Small-Group Slide Deck
All Staff Webinar Link (to Return to the Whole-Group Session after Your Group Conversation)	https://fergflor-org.zoom.us/j/99197222079	All Staff Session-Elizabeth Davenport	
1. McCluer High School	McCluer ANet Link	Cedric Gerald	Slide Deck
2. McCluer North High School	McCluer North ANET Link	Frank Williams	Slide Deck
3. STEAM Academy at McCluer South-Berkeley (High School) and Probe	https://fergflor-org.zoom.us/j/93605178067	Jane Crawford	Slide Deck
4. Cross Keys Middle School	https://fergflor-org.zoom.us/j/8069975530	James Larrew	Slide Deck
5. Ferguson Middle School	FMS Zoom Link	Emily Dolphus Ce Andre Perry	Perry Govan Moorehead Robinson Dolphus Macalady

6. STEAM Academy Middle School	https://fergflor-org.zoom.us/j/7439971222	Chris Ries	Slide Deck
7. Johnson-Wabash Sixth Grade Center	JW breakout Zoom	Lori Sammelmann Tangie Francwar	Slide Deck
8. Wedgwood Sixth Grade Center	https://fergflor-org.zoom.us/j/3456717871	Katy Chambers	Slide Deck
9. Berkeley Elementary School	https://fergflor-org.zoom.us/j/96892246477	Staci Wadlington	Slide Deck
10. Central Elementary School	https://fergflor-org.zoom.us/j/91528846872	Carnella Williams	Slide Deck
11. Commons Lane Elementary School	Commons Lane Cardinals' Dugout	Carla Leggett	Slide Deck
12. Duchesne Elementary School	https://fergflor-org.zoom.us/j/5413032485	Suzette Simms	Slide Deck
13. Holman Elementary School	https://fergflor-org.zoom.us/j/92998545643	Heather Carroll	Slide Deck
14. Parker Road Elementary School	Parker Road Break out	Malinda Ice	Slide Deck
15. Walnut Grove Elementary School	https://fergflor-org.zoom.us/j/4138998598	Leo Ganahl	Slide Deck
16. Bermuda Elementary School	https://fergflor-org.zoom.us/j/96388373792	Jill Loyet	Slide Deck
17. Combs Elementary School	https://fergflor-org.zoom.us/j/95412011914	Leslie Thomas-Washington	Slide Deck

18. Griffith Elementary School	https://fergflor-org.zoom.us/j/98753230792	Carlisha Elam	Slide Deck
19. Halls Ferry Elementary School	https://fergflor-org.zoom.us/j/98370878658	Exley Warren	Slide Deck
20. Lee-Hamilton Elementary School	https://fergflor-org.zoom.us/j/2965368945	Jessica Oehmke Susan Siegel	Slide Deck
21. Robinwood Elementary School	https://fergflor-org.zoom.us/j/95916957455	Sean Joyce Laurie Zaleuke Vanessa Cochran	Slide Deck
22. Administration	https://fergflor-org.zoom.us/j/92479892005	Kevin Hampton	Slide Deck
23. Early Ed Center (PAT and Vogt EE/ECSE Staff)	https://fergflor-org.zoom.us/j/93123955187	Shantana Herd-Luckett	Slide Deck
24. Innovation High	https://fergflor-org.zoom.us/j/9257985943	Sheila and Louise	Slide Deck
25. Little Creek Nature Area	https://fergflor-org.zoom.us/j/97442676454	Eric Hadley Joel Brown	Slide Deck
26. Restoration Center	https://fergflor-org.zoom.us/j/94090358908	Mark Weller Craig Maxwell	Slide Deck



FERGUSON-FLORISSANT SCHOOL DISTRICT

Administration Center
8855 Dunn Road
Hazelwood, MO 63042-2212
www.fergflor.org

Professional Development
Phone: (314) 824-2063
Fax: (314) 824-2069

December 3, 2020

Dear Leaders,

Thank you for engaging in facilitator training this evening as we advance in our work around race, implicit bias, and equity. I appreciate your willingness to lean in! Attached are the materials from the session today. The expectation is that you begin having conversations with your staff around our Equity work as we move into 2nd semester. These tools are designed to assist you in this very important work. As I am writing this I am watching the movie, *Hidden Figures*, and I am reminded about my WHY! We are living in a time where change is possible, WE have to be willing to stand up for what is right and lean in to the discomfort. It is hard work but our kiddos and their kiddos need us to do the work. I hope these materials are helpful to you. If you need support in any way we are here to assist.

Materials from today's session:

[Powerpoint](#)

[Leilani's video](#)

[Facilitator Guide](#)

[Equity Literacy Skills and Abilities](#)

Video Recording of facilitator session- will update (check back Friday morning)

Here are some optional resources to support your facilitation:

1. [Facilitating Difficult Race Discussions](#)
2. [Useful Questions for Dialogue Facilitation](#)
3. [Microaggressions video for future viewing](#)

If you have questions please let me know.

Thank you,

Liz Davenport

Executive Director of Professional Learning and Leadership
Ferguson- Florissant School District
8855 Dunn Road
Hazelwood, MO 63042
(314) 824-2054 Office
(636) 383-7626 Cell



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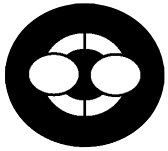
1. [Facilitating Difficult Race Discussions](#)
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Approaches to Cultural Diversity

1. Cultural Competence Approach (Intercultural Approach)

The cultural competence approach (also called *intercultural approach*) arose from the need to develop cross-cultural understanding and communication between people and nations, and became a **hallmark of business efforts to more effectively sell goods and services in a global market.** It is rooted in the idea that business people needed to **understand and better interact with people from other countries whose cultures are “different.”**

This approach examines the ways in which human beings speak, reason, gesture, act, think, and believe based on broad cultural differences. **The approach tries to help people develop an awareness of the richness and variety of values and assumptions of peoples of other cultures.** The cultural competence approach may also include an evaluation of mainstream culture, but often other cultures are simply evaluated as different from the mainstream. **The terms “worldview,” “cultural relativism,” “mores,” “value orientation,” “verbal/non-verbal communication,” and “foreign,” are often used when applying an intercultural approach.**

In the cultural competence approach, conflicts between different cultural groups are viewed as arising from ignorance, cultural misunderstanding, and value clashes. Increased cultural awareness, knowledge, and tolerance are the solutions. **Cultural identity and ethnicity are primary focuses, but racial identity, sexual orientation, and disability status are not often examined. Cultural differences are not viewed through a framework of societal power and oppression.**

**Problem: cultural misunderstanding
Solution: Increase cultural awareness**

2. The Legal Compliance Approach

The legal compliance approach is **based in legal theory, civil rights laws, and human resource development strategies.** The approach is primarily concerned with monitoring the **recruitment, hiring, and promotional procedures affecting people from protected classes so as to increase representation in the organization and comply with anti-discrimination laws.** Terms such as **“equal opportunity,” “non-discrimination policies,” and “protected classes,”** are often used when applying a legal compliance approach to cultural diversity.

Because the legal compliance approach is rooted in “managing diversity” and avoiding **costly litigation** around personnel issues, the optimal state of human relations is **“colorblindness,”** in which “people are just people,” and differences are not taken into account or mentioned. In fact, to even acknowledge obvious visual differences may be interpreted as evidence of prejudice.

In the legal compliance approach, **assimilation to the dominant culture is also seen as an appropriate goal of diversity efforts.** This perspective reinforces the dominant group's worldview, with the standards of whiteness, maleness, and heterosexuality remaining intact.

Conflict among groups is seen as arising primarily out of individual biases, lack of compliance with civil rights laws, and exclusionary procedures within an organization. The legal compliance approach is not

**Problem: Personal bias and non compliance with civil rights law.
Solution: Compliance with the law**

concerned with social change, but adherence to legal standards that govern interaction in employment, housing, public accommodations, and education. Those legal standards are rarely questioned.

3. The Valuing Differences Approach

Cultural pluralism, a view that the society is a “salad bowl” of cultures, is the core tenet of the valuing differences approach. Rather than ignoring human differences, the valuing differences approach recognizes and celebrates them as the fuel of creativity and innovation.

The valuing differences approach sees conflict among groups as the result of an inability to recognize and value human differences. The core value is the recognition of individual uniqueness while also acknowledging different group identities.

This approach seeks to build relationships across cultural differences. It also recognizes how prejudice hurts individuals from non-mainstream groups. The problem is seen as an inability to adapt to wider diversity and accept those outside the dominant culture. Everyone is “different” in this view, and that difference is a motivation to consider the experiences of others.

The valuing differences approach does not examine the privilege and entitlement of dominant group members. When oppression is examined, it is often equated with bigotry (extreme prejudice) and it is assumed that all groups have equal societal power. Usually, discussing power differentials is seen as divisive and reinforcing of an “us vs. them” mentality.

Terms such as “differently-abled,” or “people of diversity” are commonly used in the valuing differences approach. While the terms give the appearance of inclusiveness, they are based on mainstream culture norms of whiteness, maleness, ability, etc. When it is framed in this way, “race” becomes something that people of color have (but not white people), and “sexism” is a “women’s” issue. Defining the dominant group as neutral fails to recognize how the lives of all people are distorted and impacted in societies stratified by race, gender, and other identities.

Problem: People have the inability to adapt to diversity
Solution: recognize and celebrate our differences

4. Diversity, Equity, and Inclusion Approach

The diversity, equity, and inclusion approach (DEI) arose as a way to synthesize themes from other diversity approaches while building in the goal of equity. *Diversity* is the presence of difference in a setting, and is often aimed at cultural differences, but can include almost any difference. *Equity* is the result of work that removes “barriers” that prevent or limit group members from succeeding. *Inclusion* is creating environments in which everyone feels welcomed. In some organizations, work on racial equity or gender equity targets specific ways members of racial or gender groups have been denied opportunities to succeed.

DEI is a popular buzz word in diversity circles and has the advantage of having a stated goal of removing obstacles to success for individuals and group members. Yet the approach has no well-articulated explanation of why it should be used. Usually DEI will be justified for the reasons most diversity initiatives are justified: (1) general fairness to individuals, (2) better utilization of staff resources (diverse talent pools are better); and (3) better customer service (a diverse staff is more reflective of the customer base). Lacking is a critical examination of why barriers consistently arise for members of marginalized groups. As with other approaches, there is a focus away from acknowledging systems of oppression as a root cause of inequity. Instead, a lack of cultural awareness, the failure to enforce anti-discrimination laws, the failure to update and revise organizational policies and procedures, or the presence of cultural misunderstandings are most commonly asserted as obstacles.

Catch all of the above approaches.

5. The Anti-Racism Approach

The anti-racism approach is activist in focus and firmly rooted in the civil and human rights struggles in the U.S. and internationally. Based on an understanding of the history of racism and oppression, this expressly political approach emphasizes distinctions between personal prejudice and institutional oppression.

Understanding how societal power relations affect groups of people is key to the anti-racism approach. Institutions are seen as the primary vehicle of power in a society and those institutions must be reformed to allow persons who are oppressed to have equal access to societal opportunities. While an outcome of the anti-racism approach is the improvement of interpersonal relations between people who are different, the primary goal of the approach is to restructure power relations. Terms such as “power,” “oppression,” “sexism,” “privilege,” and “racism” are common in this approach.

The anti-racism approach goes beyond a focus on racism, and addresses other forms of oppression. Combined with techniques and strategies from the other models, it examines the parallels, intersections, and distinctions between all forms of oppression. Bringing in concepts of dominant group privilege and of internalized oppression, the approach addresses both dominant and oppressed group members, and makes connections to all forms of oppression.

At its best, the anti-racism approach links the micro-analysis and the macro, the personal and the political. It requires deep self-examination and requires action in our personal, professional, and political lives. The anti-racism approach is transformative, and not additive, reformist, or assimilationist.

(Adapted from *Social Change or Status Quo? Approaches to Diversity Training* by Patti deRosa, ChangeWorks Consulting)

Interviewee	Email Address	Time CST/Eastern	Interviewer/ Zoom Link	Decks for Facilitators
Parent Group #1 1. Shannnon Hayslett 2. Jeff Higgins 3. Roger Hines 4. Melissa Fitzgerald 5. Carolyn Randazzo	slhayslett81@gmail.com mrqstl@gmail.com rogerhines@charter.net fitzmel@gmail.com cmrandazzo@sbcglobal.net	2:00/3:00	Colleen https://anet.zoom.us/j/99840939659?pwd=NW9xWGRqemRCbXlzK2F4eGJKVEVhQT09 Meeting ID: 99840939659 Passcode: 844407	Parents
Student Group #1 HighSchool 1. Lotus MacDonald McCluer 2. Samya Johnson North 3. Jared Hopper North 4. Makayla Boyd Innovation 5. Sabrina Coates STEAM High 6. Deandrea Coburn Innovation Dr. Courtney Ford will be present during the session	imm4307@students.fergflor.org smj5296@students.fergflor.org ixh1761@students.fergflor.org mnb5201@students.fergflor.org sfc1916@students.fergflor.org dlg7546@students.fergflor.org	2:00/3:00	Brod/Tamoya https://anet.zoom.us/j/95296930037?pwd=bDk1V1diWmlEc0VDYnZaVGxSWEVodz09	Students
Student Group #2 MiddleSchool 1. Briannah Brown STEAM Middle 2. Jamyla Dukes Cross Keys 3. Ivan Long Ferguson Ferguson Middle 4. Niyah Hamiel-Merrifield Ferguson Middle 5. BrookeLynn Weaver CKMS 6. Sarah Hadhere JW Mr. James Robinson AP will be present during the session	bdb7995@students.fergflor.org jmd0086@students.fergflor.org ihl7106@students.fergflor.org nrh0670@students.fergflor.org bmw1411@students.fergflor.org sh6690@students.fergflor.org	3:00/4:00	Colleen https://anet.zoom.us/j/94533698105?pwd=K3hUejB6bE1tRDNVOXpzZnhxMGRtZz09 Meeting ID: 94533698105 Passcode: 632057	Students
Non-Certified Staff Group 1. Jeremiah Thames (Halls Ferry) 2. Earl Joiner (admin-tech) 3. Dawn Orlando (WW-OP)	jthames@fergflor.org ejoiner@fergflor.org dorlando@fergflor.org tmillersmith@fergflor.org bhayes@fergflor.org	3:00/4:00	Brod/Tony https://anet.zoom.us/j/99806579262?pwd=cUlWZkVpdW9XN	District Staff

<p>4. Tammy Miller-Smith (HF-OP)</p> <p>5. Barclay Hayes (AV)</p>			<p>FVkb0c2ai85a W8wUT09</p>	
<p>Teacher Group #1</p> <p>1. Sara Tehan (Parker Road)</p> <p>2. Dr. Camesha Carter (ELL Teacher)</p> <p>3. Dr. Carletta Washington (Innovation)</p> <p>4. Amanda Weiterman (JW)</p> <p>5. Robert Goodwin (Bermuda)</p> <p>6. Hope Sutton (CK)</p> <p>7. Amanda Meers (Halls Ferry)</p>	<p>stehan@fergflor.org</p> <p>ccarter@fergflor.org</p> <p>cawashington@fergflor.org</p> <p>aweiterman@fergflor.org</p> <p>rgoodwin@fergflor.org</p> <p>hsutton@fergflor.org</p> <p>ameer@fergflor.org</p>	<p>10:00/11:00</p>	<p>/Tamoya/Marie</p> <p>https://anet.zoom.us/j/93143637565?pwd=UzBPZnNHeDIrY3huZjZxcE5SQTYvUT09</p>	<p>Teachers</p>

Student Question Preview

1. What motivates you as you continue your efforts for a great education? What brings you joy in that?
2. What is challenging to you as you continue your efforts for a great education?
3. The district is moving toward Advancing Equity for all. Leaders and teachers will be making efforts around anti-racism to to help them hold high expectations and equitable instruction in schools. In what ways is this important to you and why?
4. Given efforts that teachers, leaders, staff, and community members are making efforts toward anti-racism, what would you like to see stay the same or what changes would you like to see?

The following chart examines the scope/activities/outcomes and cost associated for Professional Development for Social Justice for Anti-Racist Schools.

Just Schools

Activity/Schedule	Purpose	Outcome
<p>Just Schools program will include the following dates:</p> <p>Aug. 14th, 2020 Nov. 3rd, 2020 Dec. 18th, 2020 Feb. 12th, 2021 April 2nd, 2021</p> <ul style="list-style-type: none"> ● Sessions will be +2 hours in length for the two schools included for this proposal. ● Planning session will include EEC facilitators and school administration. ● Coaching sessions will be scheduled with administration and staff to support school efforts. 	<p>Just Schools is designed as an approach to both an individual’s stance toward diversity and as well, the strategies to be used to create an inclusive environment.</p> <p>Participants in this program are provided a number of interpersonal reflections regarding their own stance regarding social justice efforts for anti-racist schools.</p> <p>Professional development activities will include a comprehensive examination of the architecture of oppression with emphasis upon racism</p> <p>Instructional strategies will be examined to insure academic success for ALL students.</p>	<p>Research conducted by Dr. Phyllis Balcerzak, Washington University during a seven-year program period, rendered the following results:</p> <p><i>“The evidence from this study would indicate that the personal and public awareness and knowledge of racism created through the Just Schools program transferred to the educational setting as a desire among participants to act as change agents. Additionally, the strategies for change that are enacted vary from changing hiring practices, attending ally groups to share knowledge and practices, engaging colleagues in interpersonal conversation about racism in the setting and discovering ways to create learning.”</i></p>

Proposed Budget

10 hrs of facilitation services

3 hrs planning

5 hrs of coaching

18 hrs x \$225 per hour x 3 facilitators = \$12,150.00

Total = 2 Schools = \$24,300.00

PM registration code	# of participants	Session Time	Group/Session Title	Zoom Link	Presenter	Presenter Email	Session Description	Recordings and attachments
12346	1000	8-10am	ANet- Social Justice training- during the session we will break out into School Groups. Please use the zoom links on this document to enter your school group and return to the large group. https://docs.google.com/document/d/1mo4IVZRgCurs-gn6jW4FYWTm5nMkaTtBKWwKak2H9k/edit?usp=sharing	https://ferqflor-org.zoom.us/j/96847912940	ANet	edavenport@ferqflor.org	ANet's upcoming professional development session, in partnership with district leaders, is an opportunity to make the connection between anti-racism and educational equity. We will explore research that provides concrete actions that we can take to improve students' sense of belonging, engagement, and learning. We will also be providing group discussion time for reflection and planning. In keeping with our previous sessions, we will do this through the lens of Ferguson-Florissant's student voice.	
12347	50	10:15 - 12:00	High School Math Big Ideas Math PD	https://cengage.zoom.us/j/96834658194?from=addon	Big Ideas Matt Stoddard	kvoepel@ferqflor.org mstoddard@larsontexts.com	Participants will get an initial PD on Big Ideas math both the teachers resources and Platform interface focused on Algebra 1, Algebra 2, and Geometry	https://drive.google.com/drive/folders/1Z4uUjG8ZnqIRGDqj85689mmv_M1t9Fb7usp=sharing
12348	50	10:15 - 12:00	Middle School Math Big Ideas Math PD	https://cengage.zoom.us/j/93735556601?from=addon	Big Ideas Shelly Baumann	kvoepel@ferqflor.org sbaumann@larsontexts.com	Participants will get an initial PD on Big Ideas math both the teachers resources and Platform interface focused on 6-8 grade math	https://cengage.zoom.us/rec/share/m5z_jCxAfokOrouDAkeB4EzZmfTc2ven8-trnKV65dZUEOBL9-N8pOUIUfHau-FdIECxEJAp5V2_startTime=1617376341000
12349	20	10:15 - 12:00	Calculus/Pre-Calculus Math PD	https://cengage.zoom.us/j/944184740037?from=addon	Cengage Brock O'Shell	kvoepel@ferqflor.org brock.oshell@cengage.com	Participants will get PD on Cengage Pre-Calculus and Calculus math both the teachers resources and Platform interface.	https://cengage.zoom.us/rec/share/tw07apYviMatmaj2RdW_mYmb44kskdIWvZKXGuaztyQ6stMYvJ-42m-ki-xCk35d_0fUknHRTv4CA2WwL
12350	10	10:15 - 12:00	ELL Teachers Only	https://imaginelearning.zoom.us/j/96417485486?pwd=SFpWRGZ4azE1U0NvaER1RjI1TKRqUT09 Meeting ID: 964 1748 5486 Passcode: 745423	Mary Williams, Imagine Learning	kvoepel@ferqflor.org	ELL staff will learn what supports and interventions are available in Imagine Math, Language and Literacy, and Galileo. As well how to utilize them in whole group, small group or 1-1 scenarios.	
CTE PD Options	50	10:15 - 12:00	CTE Teachers	CTE PD Options	CTE PD Options	CTE PD Options	CTE PD Options	
12352	200	10:15 - 11:00	Open to 6-12 Staff	https://newsela.zoom.us/meeting/register/J0qcO6uqTstEiZio3-aaQ7_7HWxjXePLDwk	Newsela	rprokopf@ferqflor.org	Concurrent Learning with Newsela - Support instruction and student engagement across learning environments. Newsela connects classrooms to content and teaching resources to flexibly support teaching and learning outside of the classroom.	
12353	200	11:15 - 12:00	Open to 6-12 Staff	https://newsela.zoom.us/meeting/register/JYlceisrToqGNFvxlwc-PMCB4GvTm1yd-Xq	Newsela	rprokopf@ferqflor.org	Emotions and relationships impact how and what we learn, as well as how we apply that learning. The Newsela Social-Emotional Learning Collection empowers teachers to incorporate SEL topics and strategies into their core instruction with real-world texts and embedded teaching resources.	
12354	50	10:15 - 11:00	K-2 Small Group Concurrent Teaching	https://ferqflor-org.zoom.us/j/98618656986	S. Green	scgreen@ferqflor.org	How to manage working with small groups in a concurrent teaching environment.	
12355	50	11:15 - 12:00	3-5 Small Group Concurrent Teaching	https://ferqflor-org.zoom.us/j/96567860005	S. Green	scgreen@ferqflor.org	How to manage working with small groups in a concurrent teaching environment.	
12356	21	10:15 - 12:00	PK-12 Librarians	https://ferqflor-org.zoom.us/j/96886053697	Lara Struttman	lstruttman@ferqflor.org	Librarians will continue self-assessing with DESE's Exemplary Library Program standards.	
12357	50	10:15 - 12:00	Chemistry Teachers	https://cengage.zoom.us/j/94395394460?from=addon Meeting ID: 943 9539 4460	Cengage, Sara Heindorf	ehadley@ferqflor.org	Chemistry teachers will take a deep dive into the text and on line resources available for their newly purchased Chemistry text.	https://cengage.zoom.us/rec/share/v135DXI9-gDA3Lloz8QiwWIKdRHuMS53vmvAa0X_d3q8DP5XOC2qoxA6(GZEPeRu,IEBY54qSa:Ga1DB7
12358	50	10:15 - 12:00	Physical Science Teachers	https://mcgrawhill.zoom.us/j/81497449985?pwd=N3F4ldFbi9qUmVmWXJTC9xUXFWQT09 Meeting ID: 814 9744 9985 Passcode: 793714	McGraw-Hill	ehadley@ferqflor.org	Physical Science teachers will take a deep dive into the text and on line resources available for their newly purchased Chemistry text.	
12359	50	11:15 - 12:00	6th Grade Science Teachers	https://wustl.zoom.us/j/98994898983?pwd=R0ZrbVZDMkdUzThjN0NCGM0ZvZHpJUT09	MySci	ehadley@ferqflor.org	mySci	
12360	50	11:15 - 12:00	7th Grade Science Teachers	https://us02web.zoom.us/j/85141857675	MySci	ehadley@ferqflor.org	mySci	
12361	50	11:15 - 12:00	8th Grade Science Teachers	https://wustl.zoom.us/j/98870470058?pwd=Q2tDUVY1SC92M0FWZmxGSXF5QS9XZz09	MySci	ehadley@ferqflor.org	mySci	
12362	50	11:15-12:00	Biology District PLC	https://ferqflor-org.zoom.us/j/99906236597	Eric Hadley	ehadley@ferqflor.org	Biology teachers will discuss pacing and concepts as they finish the curriculum. Also ideas on preparation for the upcoming EOC.	
12363	300	10:15 - 12:00	Eureka Math Office Hours	https://ferqflor-org.zoom.us/j/3612151424	Eureka-Susan Collier Sean Joyce	Susan.Collier@greatminds.org sjoyce@ferqflor.org	This will be an opportunity to ask questions about preparing a lesson. Will be an opportunity to share best practices in teaching Eureka Math.	
12364	100	10:15-11:00	Canvas- Studio and new features	https://ferqflor-org.zoom.us/j/98822800348	Karen Caguin	kcaguin@ferqflor.org	Studio, New Features in Canvas	Zoom Recording Slides Presentation
12374	100	11:15-12:00	Canvas- Studio and new features	https://ferqflor-org.zoom.us/j/98822800348	Karen Caguin	kcaguin@ferqflor.org	Studio, New Features in Canvas	Zoom Recording Slides Presentation

12365	200	10:15-12:00	Cultivating an atmosphere of support and belonging. Open to all 9-12	https://fergflor-org.zoom.us/j/93830387012	EOS Representative Jonathan Houston, and Byron Crawford	bcrawford@fergflor.org	Cultivating an atmosphere of support and belonging/Equal Opportunity Schools Presentation. Anyone is welcome. AP/IB/Dual credit teachers
12366	200	10:15-11:00	Nearpod 101	https://fergflor-org.zoom.us/j/94888243763	Sam Stearn	sstearn@fergflor.org	Basic concepts of Nearpod library (premade lessons), creating lessons and launching lessons.
12375	200	11:15-12:00	Nearpod 101	https://fergflor-org.zoom.us/j/94888243763	Sam Stearn	sstearn@fergflor.org	Basic concepts of Nearpod library (premade lessons), creating lessons and launching lessons.
12376	200	10:15-11:00	Nearpod-Advanced	https://fergflor-org.zoom.us/j/93000518897	Abby Erwin	aerwin@fergflor.org	Advanced features of Nearpod, integrating Nearpod & Canvas, co-teachers in Nearpod
12367	200	11:15- 12:00	Nearpod-Advanced	https://fergflor-org.zoom.us/j/93000518897	Abby Erwin	aerwin@fergflor.org	Advanced features of Nearpod, integrating Nearpod & Canvas, co-teachers in Nearpod
12368	50	10:15-12:00	PE/Health	https://fergflor-org.zoom.us/j/9817449118	John Combest		Reviewing changes to growth and development curriculum/sex ed curriculum, discussing possible resources for growth and development and sex ed.
12369	25	10:15-12:00	World Language	https://fergflor-org.zoom.us/j/92060836325	Amy Torres	atorres@fergflor.org	We will also discuss concurrent instruction in Physical education and health
12370	75	10:15-12:00	K-12 Fine Arts	https://fergflor-org.zoom.us/j/93585122065	Sarah Mathews	smathews@fergflor.org	District WL PLC time
12371	20	10:15-12:00	Secondary Reading Specialist	https://fergflor-org.zoom.us/j/91479672924	Jen Stephens	jstephens@fergflor.org	Planning for the Future-Power Standards/Curriculum Alignment and Common Assessment, Summer Opportunities
12372	250	10:15-12:00	Humanities PLC	Builing Based Zoom Links	Rebecca	Prokopf	District Reading PLC time
12373	25	10:15-12:00	ISS Teachers	https://fergflor-org.zoom.us/j/97517364600	Eilana Viviano and Dr. Craig Maxwell	eviviano@fergflor.org	Humanities PLC
12377	5	10:15-12:00	9th grade Advisors - Innovation High School	https://fergflor-org.zoom.us/j/5276132424?pwd=MC90YjlnC3p0ejZlWlVmYnFaNmw3Zz09	Neisha Eleby	neleby@fergflor.org	Dive deeper into the introductory information regarding the newly approved FFSD Virtual ISS/ Restorative Services model shared on Wed 3/31. Bring your questions and we will do our best to explain, explore and elaborate on this new district endeavor. Also please try using your Securly account and bring any questions or tech issues to this PLC for support form Dr. Maxwell.
12378	5	10:15-12:00	10th grade Advisors - Innovation High School	https://fergflor-org.zoom.us/j/97176862717	Angela Turigliatto	aturigliatto@fergflor.org	9th grade advisors will PLC around curriculum, EOC prep, exhibitions, and student needs for 4th quarter. 10th grade advisors will PLC around curriculum, EOC prep, exhibitions, and student needs for 4th quarter.

Name	1. What are key accomplishments and wins so far when it comes to working with ANet? Impact? Milestones?	2. What are our biggest opportunities and/or next steps in working with ANet?	3. What barriers are you currently facing to making progress on this project and how can the ANet team help? Or - are there any areas in which you would like to engage this ANet, the steering committee or another team in problem solving? If so, tee them up here.	4. Overall, where would you say your work with Anet is on track toward its overall outcomes? Where is it off track?
Joe	A districtwide strategy that has included all staff. This is sending a strong message of the importance of this work. I believe it will have far reaching implications on changing adult mindset.	I believe our biggest opportunities will be with our student voice. There are so many more students we have not tapped into yet and I believe identifying them and providing a safe space to have this larger conversation could be a huge win for the district.	We need teacher voice on the change team so they will feel a part of the development of the anti-racism standards.	I think we have the larger school community engaged in the conversation around racism, I want to make sure we stay on track with continuing the discourse so teachers are contributors to the outcome.
Kevin	First time we've	Equipping and	Keeping this important work	I think we're on track.

	<p>engaged all staff since going virtual. Many more folks engaged in the conversation on anti-racism and equity.</p> <p>Student Voice Staff, students, families are seeing that this is not a one time event.</p>	<p>empowering teachers and students to have meaningful dialogue that builds relationships and breaks down barriers.</p>	<p>moving forward when people are feeling overwhelmed.</p> <p>I agree we need teacher voice in the change team.</p>	
Liz	<p>All district training, It really sends a message to staff that this is a focus and important</p>	<p>Nest steps are really working with admin and giving them the tools to work with their staff so small groups conversations and real change can occur</p>	<p>Yes Yes Yes to Dr. Davis' comment. Also, maybe a union rep? I would really like someone from the union on the team so as we work on teacher eval and accountability for equitable classrooms they can articulate the purpose and be a part of the decision making.</p>	<p>So far I feel like we are reaching our goals with large group common learning. I wonder if it stops after the PD session with the larger group?</p>
Jana	<p>Entire district (certified and classified) present receiving the same message. Seeing the work embedded in multiple district</p>	<p>Empowerment. It will never be a "perfect time" to have many of the conversations that need to occur.</p>	<p>Agree to above, I would even add a couple more students.</p>	<p>What the work looks like as it transfers to impacting student outcomes. Knowing the what is next...</p>

	meetings.			

CONTINUUM OF BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION

MONOCULTURAL -----MULTICULTURAL -----ANTI-RACIST-----ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences seen as Deficits

Tolerant of Racial and Cultural Differences

Racial and Cultural Differences seen as Assets

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Educational Equity Consultants, LLC

**8420 Delmar Boulevard, Suite 500A
Saint Louis, MO 63124**

Date	Invoice #
5/21/2018	1650

Bill To
Ferguson Florissant School District Elizabeth Davenport 1005 Waterford Drive Florissant, MO 63033

314-997-6500

P.O. No.	Terms
	Due on receipt

Description	Amount
Professional Development Program - Cultural Proficiency/Justice and Equity Training - Two Day Retreat - May 30 and May 31, 2018	14,000.00
Professional Development Program - Cultural Proficiency/Justice and Equity Training - Two Day Retreat - May 30 and May 31, 2018 - 5% Discount	-700.00
Total	
	\$13,300.00

314-997-6500

Equity Literacy for Educators: Definition and Abilities

Equity literacy is a framework built to cultivate the knowledge and skills that enable educators to be **a threat to the existence of inequity** in our spheres of influence. More than cultural competence or diversity awareness, equity literacy prepares us to recognize even the subtlest ways access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors. By *recognizing* and deeply understanding these conditions, we are prepared to *respond* effectively to inequity in the immediate term. We also strengthen our abilities to foster long-term change by *redressing* institutional and societal conditions that create everyday manifestations of inequity.

We built the equity literacy framework after considering the strengths and limitations of existing frameworks for attending to diversity in schools and other institutions. We were particularly concerned with popular approaches like “cultural competence” and their vague focus on “culture.” These approaches mask the inequities that cause educational disparities. Equitable educators should be proficient not only with cultural knowledge and appreciation, but also with knowledge and skills to eliminate inequity and advocate for equity.

Abilities	Examples of Associated Knowledge and Skills
1. Ability to Recognize even the subtlest biases and inequities	<p>Equity literate educators:</p> <ul style="list-style-type: none"> notice subtle bias in learning materials and classroom interactions; remain curious about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; and reject the deficit view that outcome inequalities (like test score disparities) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students.
2. Ability to Respond to biases and inequities in the immediate term	<p>Equity literate educators:</p> <ul style="list-style-type: none"> develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school; cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; and foster conversations with colleagues about equity concerns in their schools.
3. Ability to Redress biases and inequities in the long term	<p>Equity literate educators:</p> <ul style="list-style-type: none"> advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices; never confuse <i>celebrating diversity</i> with <i>equity</i>, such as by responding to racial conflict with cultural celebrations; and teach about poverty, racism, transphobia, and other forms of injustice.
4. Ability to Create and Sustain bias-free and equitable classrooms, schools, and institutional cultures	<p>Equity literate educators:</p> <ul style="list-style-type: none"> express high expectations for each student through higher-order teaching; understand that inequities are operating <i>right now</i> in their spheres of influence and <i>proactively</i> advocate for the institutional change necessary to eliminate them at their roots rather than waiting for individual people to report, and then episodically responding to, individual manifestations of that inequity; and prioritize the interests of students whose interests historically have not been prioritized in all policy and practice decisions and in the cultivation of institutional culture.

Change Team with ANET

Ferguson-Florissant Anti Racist Standards

Date	Content	Deliverables
	Area 1: McCluer, Ferguson Middle, Restoration and Wellness, Innovation Area 2: North, Cross Keys, STEAM Middle and STEAM High	
January 27	Area 2 Change Team Mtg. 1 - objectives	Bring parents, students and staff to next session Administer the Diagnostic Survey Directions for the Diagnostic Survey Ferg-Flor Anti-Racist Diagnostic Survey
January 28	Area 1 Change Team Mtg. 1 - objectives	Bring parents, students and staff to next session Administer the Diagnostic Survey Directions for the Diagnostic Survey Ferg-Flor Anti-Racist Diagnostic Survey
Due by Friday, Feb.11 (date changed)	Directions for the Diagnostic Survey Ferg-Flor Anti-Racist Student Diagnostic Ferg-Flor Anti-Racist Diagnostic Survey	
February 16	Area 1 3:30-5:00PM Ferguson Middle McCluer Restoration and Wellness Innovation Internalization of Student Diagnostic Data	I have attached the standards under the domains; Student Empowerment and Teaching and Learning; Curriculum and Assessment. As we prepare for our upcoming Change Team Session on the 16th and 18th, we are asking that everyone review the standards under the two domains in order to dig in the data and determine what connections they can make between the standards and the data. If you have any questions prior to our session please let us know. Prework Anti-racism Standards
February 18	Area 2 1-2:30PM North	I have attached the standards under the domains; Student Empowerment and Teaching and Learning; Curriculum and Assessment. As we prepare for our

	<p>Cross Keys STEAM High STEAM Middle (McCluer) (Restoration and Wellness) Internalization of Student Diagnostic Data</p> <p>Zoom Link: https://anet.zoom.us/j/99948520474?pwd=Yk9FM1IST2NEZzhCWk9Vem4wRWlmdz09</p>	<p>upcoming Change Team Session on the 16th and 18th, we are asking that everyone review the standards under the two domains in order to dig in the data and determine what connections they can make between the standards and the data. If you have any questions prior to our session please let us know. Prewrite Anti-racism Standards</p> <p>Resources Change Team Diagnostic Data ANET Standards Worksheet</p>
<p>April 5</p>	<p>Areas 1 and 2 - 1:30-3:30PM</p> <p>Zoom Link:</p> <ol style="list-style-type: none"> 1. 8 am CST: FergFlor Elementary: District-wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change 2. 10:15 am CST: FergFlor Secondary: District-wide Introduction to the Anti-Racism Standards and Applying Change Leadership to Impact School Change 3. 1:30 am CST: FergFlor District Change Team Support and Training <p>8-9:45 Elementary only - Antil-Racist Standards 10:15-12 Secondary only - Internalization of standards internalizing the standards with small group discussion. 1:30-3:30 - Change Team for Cohort 1 and 2 will come together to begin to develop protocols on implementing the standards.</p>	
<p>May 18</p>	<p>Areas 1 and 2 3:30-5:00PM</p>	

ANet's Anti-Racist Organizational Standards

What are anti-racist organizational standards?

ANet is already on its journey to becoming an anti-racist organization. ANet's Anti-Racist Organizational Standards will further our organization's progress in this journey, serving to challenge us to understand and correct the inequities that may unintentionally exist within our organization, to proactively act in ways that promote anti-racism, and to build on the strengths that have enabled our past conversations about race and bias.

Similar to educational standards, ANet's Anti-Racist Organizational Standards (AROS) represent the vision and goals that we will achieve as we move towards becoming [an anti-racist organization](#). The standards focus on five areas: Leadership, Policies and Procedures, Human Resources, Programs and Communication. These standards will guide our work in the present and the future, serving as a framework for further longer-term, multi-year learning strategies that guide the organization towards anti-racism.

What will the anti-racist organizational standards help us do?

- **Bring awareness to our biases** by strengthening our ability to recognize subtle bias
- **Identify structural racism** within the organization and support the planning needed to take action
- Develop a reliable way to **measure success** toward becoming an anti-racist organization
- **Live out our core values:** Advance Equity, People Matter, Bold thinking, Drive Results, promote leadership and Team First
- **Increase dialogue** about what it means for ANet to be an Anti-racist organization
- **Increase joy** at work for all ANetters, leading to higher level of impact towards our mission

Why is it important to become an anti-racist organization?

The population of ANet is predominantly white and the communities that we serve are predominantly of color. Research done by ANet's Inclusive Culture Working Group has surfaced that racism within the organization, even when unintentional, is still an active problem. And we know that this racism negatively affects the experience of staff; our products and services; our relationships with our partners; and ultimately, students' experience within ANet schools.

Although many forms of racism appear unconsciously and without negative intent, we are making an organizational commitment, with the standards as our guide, to unearth and proactively address bias and racism resulting from living in a society steeped in structural racism.

Why is the Change Team starting with anti-racist organizational standards?

The Change Team is starting with supporting dialogue about anti-racism. Often, people think that talking is inaction. We know that it can feel like talking is not enough, and we are eager to move faster into concrete action. However, talking has a special power that is too often overlooked - the ability to change attitudes. The engine of discussion drives change in personal belief. For this reason, we will be engaging in small group conversations designed to give ANetters the opportunity to:

- Build stronger, deeper relationships across the organization, especially among those with different backgrounds,
- Identify allies in their efforts to promote anti-racism,
- Align around a shared vision for what it means to be a truly inclusive and respectful community, and
- Deepen their understanding of race and cultural differences.

In order to engage in these meaningful conversations, we must all have a shared understanding of where we are trying to go as an organization. ANet's Anti-Racist Organizational Standards represent our vision and desired state for how we will operate as an anti-racist organization. These standards will help increase the fluency and normalcy of having conversations about anti-racism and will enable the personal and organizational transformation called for by the standards.

How were the anti-racist organizational standards developed?

The Change Team developed these standards in partnership with [Beyond Diversity](#) using the [anti-oppression principles and research referenced in this document](#). The Change Team is a diverse group of ANetters, representing 15% of the organization from various departments and teams, with a mission to build clarity and momentum around the commitment to anti-racism.

ANti Racist Organizational Standards

Leadership	Policies and Procedures	Human Resources	Programs	Communication
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Leadership

- 1.1 . Our organizational leadership ensures that the organization's mission and operations align with anti-oppression principles.
- 1 .2. Our organizational leadership ensures that there is a cohesive vision among employees about anti-oppression principles.
- 1 .3. Our organizational leadership practices excellent intercultural skills.
- 1.4. Decision-making is shared by a racially diverse group in the organization.
- 1 .5. Decision-making is accountable to people of color and other people from marginalized populations.
- 1.6. Our organization continually develops leadership that uses anti-oppression practices.

Policies and Procedures

- 2.1 Our organization has a written commitment to address structural racism
- 2.2 Our organization has a written policy to use the viewpoints of people from marginalized racial groups to shape the operations of the organization.
- 2.3 Our organization has policies and procedures that promote anti-racist principles.
- 2.4 Our organization periodically reviews its policies and procedures to ensure the alignment with anti-racist principles.
- 2.5 Our organization includes a written intent or goal and explanation for all policies and procedures and the impact of these policies and procedures on the organization’s anti-racist principles.

Human Resources

- 3.1. Our organization effectively recruits, selects, develops, and retains people of color at all levels of the organization.
- 3.2. People of color are given opportunities to develop, advance, and share their talents in the organization.
- 3.3. Our organization actively uses mechanisms to bring forth the concerns of staff of color.
- 3.4. Our organization has an effective process for resolving concerns and complaints that may arise from staff members' experiences of unfair, inequitable or oppressive treatment in the course of their employment.
- 3.5. Employee evaluations include the application of anti-oppression principles as appropriate for each job classification.
- 3.6. Staff members receive training focused on an understanding of oppression, racism, and white culture and its impact on the individual and organization
- 3.7 Our organization communicates its human resource process clearly and protocols are made accessible to all.
- 3.8 Our organization has a process for promotions that reflects anti-oppression principles.
- 3.9 Salary and benefits options are considered through anti-oppression principles.

Programs

- 4.1. Organization programs actively invite and do not exclude-overtly or inadvertently-people of color.
- 4.2. Organization programs are designed to address structural racism.
- 4.3. Organization programs are accountable to people of color.
- 4.4. Our organization's internal and external products and services are informed by the ways that racism and other forms of oppression negatively affect people from marginalized groups
- 4.5. To empower people from marginalized populations, organizational programs work to ensure (1) that people of color have greater levels of control over their own lives; (2) that local leadership is encouraged and developed; and (3) that the most important issues of the local community are given priority.
- 4.6. Staff members apply anti-racism principles in their work.

Communication

- 5.1 Our organization's communications are racially-aware, not racially blind.
- 5.2 Our organization's communications demonstrate knowledge of and respect for people of color.
- 5.3 Our organization promotes a dialogue with staff and constituents about the meaning of anti-racist principles.
- 5.4 Our organization works to address racism and other forms of oppression through its communications.
- 5.5 Our organization continually communicates that it embraces anti-oppression principles and anti-racism protocols.
- 5.6. Our organization proactively works to include People of Color in the development of its communication approach.
- 5.7 Our organization intentionally embraces various forms of communication in support of a more inclusive working environment.

ANet's Anti-Racist Organizational Standards

What are anti-racist organizational standards?

ANet is already on its journey to becoming an anti-racist organization. ANet's Anti-Racist Organizational Standards will further our organization's progress in this journey, serving to challenge us to understand and correct the inequities that may unintentionally exist within our organization, to proactively act in ways that promote anti-racism, and to build on the strengths that have enabled our past conversations about race and bias.

Similar to educational standards, ANet's Anti-Racist Organizational Standards (AROS) represent the vision and goals that we will achieve as we move towards becoming [an anti-racist organization](#). The standards focus on five areas: Leadership, Policies and Procedures, Human Resources, Programs and Communication. These standards will guide our work in the present and the future, serving as a framework for further longer-term, multi-year learning strategies that guide the organization towards anti-racism.

What will the anti-racist organizational standards help us do?

- **Bring awareness to our biases** by strengthening our ability to recognize subtle bias
- **Identify structural racism** within the organization and support the planning needed to take action
- Develop a reliable way to **measure success** toward becoming an anti-racist organization
- **Live out our core values:** Advance Equity, People Matter, Bold thinking, Drive Results, promote leadership and Team First
- **Increase dialogue** about what it means for ANet to be an Anti-racist organization
- **Increase joy** at work for all ANetters, leading to higher level of impact towards our mission

Why is it important to become an anti-racist organization?

The population of ANet is predominantly white and the communities that we serve are predominantly of color. Research done by ANet's Inclusive Culture Working Group has surfaced that racism within the organization, even when unintentional, is still an active problem. And we know that this racism negatively affects the experience of staff; our products and services; our relationships with our partners; and ultimately, students' experience within ANet schools.

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- 5.7 Our organization intentionally embraces various forms of communication in support of a more inclusive working environment.

In collaboration with ANet, we are planning a district-wide **Student Panel Discussion** and **Survey Event** on December 15th, 9:30AM - 10:25AM for middle school and December 17, 9:45-11AM for high school. A panel of students will participate in a discussion facilitated by our superintendent, Dr. Davis. Students will share their experience in FFSD, hopes and dreams while their peers and teachers view the conversation via a Zoom Webinar. Immediately after the panel discussion, all students will complete a survey developed by ANet.

I appreciate the administrators and teachers who have been working with students to prepare them for the panel discussion. Student Panel Leaders are: Mr. Frazier (North), Dr. Washington (Innovation), Ms. Bonner and Dr. Grogan (STEAM Academy at MSB) and Dr. Ford (McCluer), Mr. Robinson (Ferguson Middle), Dr. Vaughn (Cross Keys Middle), Ms. Roades and Ms. Provence (STEAM Middle)

Student Panel Dates:
Middle - December 15, 9:30-10:25AM
High - December 17, 9:45-11AM

Schedule:

Middle School

December 15th

9:30AM-10:05

Student Panel - All middle school students are expected to join the webinar.

10:05AM-10:25

Students complete ANet Student Survey

Middle School students and staff will <https://fergflor-org.zoom.us/j/96491631884> use the following link to join the webinar:

The link for the ANet Survey will be provided in the chat at the end of the panel discussion.

High School

December 17th

9:45AM-10:35

Student Panel - All high school students are expected to join the webinar.

10:35-11:00

Students complete ANet Student Survey

High School students and staff will use the following link to join the webinar:

<https://fergflor-org.zoom.us/j/96283739646>

The link for the ANet Survey will be provided in the chat at the end of the panel discussion.

Thank you,
Dr. Bland



April 8, 2021

RE: Justification for a Sole Source Agreement with Achievement Network

To Ferguson-Florissant Public Schools:

Achievement Network (ANet) is an education nonprofit dedicated to providing equitable opportunities for all children by supporting teaching and learning grounded in standards, data, and the practices of great educators. For 15 years, we have worked alongside school and system leadership teams to strengthen their school- and system-wide practice and culture of using learning standards and data to get breakthrough results for students. We have a demonstrated track record of success across a portfolio of partners of diverse size and governance structures. The combined components of our core service model and system support are neither sold to separate distributors nor can they be provided by another vendor in Missouri. Similarly, our professional development sessions are singular to ANet: it builds on our unique core competencies and is delivered only by ANet staff. ANet's professional development content is never licensed to separate distributors nor can they be provided by another vendor in Missouri.

ANet partnerships also help educators deepen their belief that all students come with valuable knowledge and an innate ability to learn, that educators must actively work to hold high expectations for all students, and that educators must recognize and disrupt their own/others' biases, which can erode expectations for students. We support educators in building an instructional culture across classrooms and schools that is representative of all students' cultures and cultivates a growth mindset, and take an anti-racist approach in all aspects of our work.

ANet has 15 years of experience supporting equitable instructional practices

Founded in Boston in 2005, ANet has 15 years of experience supporting equitable instructional practices in schools and districts across the country. We currently work with nearly 1,000 schools and over 100 systems in 26 states and the District of Columbia. ANet's work focuses on supporting educators in delivering equitable, high-quality instruction through professional development, coaching, and instructional resources.

ANet's work has included anti-racism training for teachers, workshops on the achievement gap affecting students of color, and seminars on racial identity development, sexual orientation, and organizational development on equity and anti-racism priorities.

ANet has worked towards becoming an anti-racist organization over the past 8 years

ANet's purposeful decision to become an anti-racist organization has facilitated frequent opportunities for ANet staff to engage with and practice equity both internally in our organization, as well as our work with schools.

Internally, ANet established an "Anti-Racist Organizational Change Team" that provides leadership and momentum around anti-racist organizational development. The Change Team evaluates ANet's progress and plans for future growth by establishing clear and meaningful goals towards becoming an anti-racist organization. The broader Change Team working group includes five strategically focused teams of 15-20 team members each with a 50:50 balance of people of color and white people from across the organization.

The Change Team created a strategic plan and anti-racism standards to guide ANet through our journey of



anti-racism, which helps us to provide the best service possible to our partners. ANet's lived experience of creating a Change Team and taking the steps towards becoming an anti-racist organization gives us the on-the-ground experience necessary to support Ferguson-Florissant in their aims of anti-racism and social justice.

System Partnerships

ANet provides state education systems, school districts, and charter management organizations (CMOs) with system consulting to help them align priorities, structures, and resources to create an environment for teacher success. While educators across the country are working hard to implement more rigorous instruction that supports all students, teaching and learning are not consistently meeting the vision of excellence that so many teachers have for their students. This is not surprising - achieving their vision is difficult. It requires coordination across all levels of the district system, the right conditions to enable strong educator practices, and excellent tools and training for school leaders and teachers. A partnership with ANet can help put each of these elements in place.

We've found that by helping system leaders create alignment between instruction grounded in rigorous standards, informed by the strategic use of assessments, and enabled by meaningful professional learning, we are equipping educators with the tools to provide high quality instruction for all students. Our work with systems is comprised of two elements:

1. Thought-leadership on strategic assessments, standards-aligned curricular materials, and meaningful professional learning; and
2. Capacity and skill building through professional learning opportunities, best practice sharing, and curated tools.

The foundation for our system support are our lessons learned from four years of in-depth diagnostics with districts and CMOs, which have been codified in our proprietary tools and resources. ANet never licenses this content to other providers, and no other organization is positioned to develop comparable offerings. The quality and insights of our system consulting are possible because of ANet's industry-leading standards and content expertise combined with the unique learnings derived from our close partnerships across every layer of the education system - from classrooms all the way to state education offices. No other organization can bring to bear the perspective offered by ANet's Tier 1 assessment expertise *and* the practical experience of on-the-ground work with ANet's network of nearly 1000 schools and more than 100 systems across 26 states and the District of Columbia.

The success of our unique service model is evident in the student performance results of ANet's partner schools. ANet has 15 years of experience providing successful school improvement work to schools and systems across the country. Third-party investigations, combined with our successful partnerships, confirm that ANet's model is effective. In 2015, we shared the results of a randomized control trial conducted by Harvard University's Center for Education Policy Research (CEPR). This trial was funded through a prestigious Investing in Innovation (i3) grant and showed that ANet schools with the right structures in place (such as common planning time) significantly outperformed non-ANet control schools.

Students in ANet schools achieved roughly **six months of additional learning** over the two-year study compared to students in non-ANet control schools.



This trial was conducted in 89 schools and included roughly 21,000 students, making it one of the most robust evaluations of support for improving the practice of school leadership teams ever conducted.

We are confident that our service model's proprietary, anti-racist approach in all aspects of our work, and our unmatched, high-quality system consulting work will produce improved outcomes for students of Ferguson, Missouri.

Sincerely,
Natasha Williams, CFO

Last Name	First Name	Email address	School	Role
Armstrong	Jason	jarmstrong@fergusoncity.com,	Community Member	Ferguson Fire Chief
Baker	Dorothea	dobaker@fergflor.org		teacher
Batteast	Renetta	rbatteast@fergflor.org		ISL
Billups	Leilani	ljb7413@students.fergflor.org		students
Bland	Adrienne	abland@fergflor.org	Admin	Admin
Boyd	Phillip	pboyd@fergflor.org	Admin	Admin
Bracely	Jamilah	jdb2491@students.fergflor.org		students
Cameron	Taylor	tcameron@fergflor.org		ISL
Clark	Jaylen	jlc4162@students.fergflor.org		students
Crawford	Byron	bcrawford@fergflor.org	MN	Coordinator
Davis	Joe	jdavis@fergflor.org	Admin	Admin
Gerald	Cedric	cgerald@fergflor.org	MC	Admin
Graves	Courtney	cgraves@fergflor.org	BOE	BOE
Hampton	Kevin	khampton@fergflor.org	Admin	Admin
Harris	Eric	erharris@fergflor.org	CK	Admin
Hazel	Lisa	lhazel@fergflor.org	Admin	Admin
Howze	Vershaun	vhowze@fergflor.org	Admin	Admin
Ice	Malinda	mice@fergflor.org	PR	Admin
Jadali	Farhad	fjadali@fergflor.org	Admin	Admin
Janis	Heike	hjanis@fergflor.org	Admin	ESP
Jenkins	Key'Mon	kaj4134@students.fergflor.org		students
Joyce	Sean	sjoyce@fergflor.org	RW	Admin
Kitson	Deanna	dkitson@fergflor.org	Admin	Admin
MacDonald	Lotus	lmm4307@students.fergflor.org		students
Modrusic	Laura	lmodrusic@fergflor.org	Admin	Admin
O'Neil	Terry	toneil@fergflor.org	Admin	Admin
Pace	Carrie	cpace@fergflor.org	STEAM MS	teacher
Parker	Jana	japarker@fergflor.org	Admin	Admin
Paulette-Thurman	Donna	dpaulettethurman@fergflor.org	BOE	BOE

Last Name	First Name	Email address	School	Role
Penton	Kain	krp3487@students.fergflor.org		students
Powell	Pamela	pampowell@yahoo.com	Community Member	parent
Pugh-Walker	Joycelyn	jpughwalker@fergflor.org	Admin	Admin
Strautmann	Brooke	bas0601@students.fergflor.org		student
Union	Alishia	adu6357@students.fergflor.org		student
Davenport	Liz	edavenport@fergflor.org	Admin	Admin

Name of Proposal	Contact Person	Responsiveness of the written proposal 0 — 5	Vendor's organization, experience 0 — 5	Qualifications of personnel assigned to work with the district 0 — 5	Fees 0 — 10	Total points	Cost for 2 days	Total Cost	
Public Consulting Group	Christen Courville ccourville@pcgus.com 615-435-3257	3	6	2	13	24	20-30,000	varies	0- does not meet criteria, 5- exceeds expectations
Corwin	Lisa Shaw sales@corwin.com 800-233-9936	15	15	14	13	57	38,866	79,844	
Center for Student Achievement Solutions	Chandra Williams cwilliams@c4sas.com 704-577-6602	12	12	11	30	65	5250	43500	
ASCD	Bryan Scanlon rfpmanager@ascd.org 800-933-2723	4	11	11	7	33	22000 plus 33000 for site eval	varies	
National Academic Educational Partners	Artur Glants artur@naepartners.org 248-891-8704	9	13	10	12	44	10,400 plus 26000 for site planning	143000	
John Krownapple	John Krownapple john.krownapple@gmail.com	15	14	13	29	71	15500	38-52000	
Educational Equity consultants	Tony Neal tw4justice@yahoo.com 314-997-6500	14	15	15	28	72	13300	54000	

Anet Meeting 6-17-21

Attendance: Kevin Voepel, Liz Davenport, Tamoya Rose Watson, Xenia Ferraro, Brod Boxley

•

ANet proposal meeting-use Google meet link

When Thu Jun 17, 2021 2pm – 3pm Central Time - Chicago

Joining info Join with Google Meet

meet.google.com/yqk-ouiz-xoq

Join by phone

(US) [+1 337-628-2044](tel:+13376282044) (PIN: 848747867)

Calendar Kevin Voepel

Who

- Elizabeth Davenport - organizer
- Kevin Voepel
- Tamoya Rose Watson
- Brod Boxley



April 8, 2021

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Sincerely,
Natasha Williams, CFO

Ferguson-Florissant District Keynote **October 2, 2020** [link to slides](#)

Zoom Cohost -2 : Brod (running slides and video) and Sienna (running breakouts) - should we add another cohost

In pursuit of Equity, the session will be live streamed on youtube for non-certificated staff and use of Chat Engagement for ALL Through ThoughtExchange (verify)

Length	EST Time	CT Time	Presenter	General Content	Resources & logistic notes
Total:				Our Anti-Racist work is grounded in compassion. And the way we act on compassion is living out Equity literacy Skills. The first skill is to Notice/Recognize Bias and Inequity. During Session: Practice Listening to Stories - Recognize Bias in them:	
3 min	2:00-2:03	1:00 - 1:03	All Arrive	Arrival : time to be let into meeting	
15 min	2:03 - 2:18	1:03 - 1:18	Dr. Davis, Ferg-Flor		
1 min	2:18 - 2:19	1:18 - 1:19	Dr. Davis, Ferg-Flor	Tamoya bio	
15	2:19 - 2:35	1:19 - 1:35	Tamoya	Who is ANet Personal Story to Illustrate and present Compassion as basis for Anti-Racism and Compassion as impetus for Equity Literacy Skills Practice Listening to Student Stores and Recognizing Bias or Inequity as a way to develop Equity Literacy Skills.	Video, slide 9 Personal reflection
10 min	2:35 - 2:45	1:35 - 1:45	Colleen	Colleen's Story Personal Story to Illustrate and present Compassion as basis for Anti-Racism and Compassion as impetus for Equity Literacy Skills	
1 min (45 min mark)	2:45 - 2:46	1:45 - 1:46		Mecca Video Practice Listening to Student Stores and Recognizing Bias or Inequity as a way to develop Equity Literacy Skills.	
3:30 min	2:46 - 2:50	1:46 - 1:50		Why Video Guide Participants to Name Their Why (Reason to be serving in schools)	
3 min	2:50 - 2:53	1:50 - 1:53		Reflection Guide Participants to Name Their Why (Reason to be serving in schools)	ThoughtExchange: https://bit.ly/3ifSbm0

3 min	2:53 - 2:56	1:53 - 1:56		Equitable Instruction Guide participants to resonate with an aspect of equitable instruction definition.	
15 mins	2:56 - 3:11	1:56 - 2:11	Marie	Practice Listening to Student Stories and Recognizing Bias or Inequity as a way to develop Equity Literacy Skills.	Video: Personal Reflection
2:30	3:11 - 3:13	2:11 - 2:13	Marie	Dr. Salaam Bio	
45 mins	3:13 - 3:58	2:13 - 2:58	Dr. Salaam	Present Knowledge about Multi-level Trauma Awareness and Support in the Setting of Organizational Change, COVID-19, Racial Injustice and Subsequent Unrest	
2 mins	3:58 - 3:59	2:58 - 2:59	Dr. Davis	Closeout<confirmed> by 2:59	

Post Keynote:

Asynch			Who's sending? Liz Davenport - Ferg-Flor	Survey	Survey
Debrief	4-4:30	3-3:30		Fed funds: Needs Session Agenda, powerpoint, handouts, Sign in Sheet	

They asked us to incorporate a chat tool they use so that those off of zoom can engage in chatted responses. Sienna has arranged to incorporate the change.

Before you get started, please refer to the [Guide to Using ANet's Text Equity Analysis Tracker](#).

Contact Marie Kodama at mkodama@achievementnetwork.org for questions and suggestions!

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Add additional staff, students, community members in the bottom row.

<u>1. Student and Family Empowerment and Rights</u>	<u>2. Student development and progress</u>	<u>3. Communication, Dialogue, and Community Engagement</u>	<u>4. Leadership (to also include discipline and suspensions)</u>	<u>5. Teaching, Learning, Curriculum, and Assessment</u>	<u>6. Policy, Governance, Procedures, Administration</u>	<u>7. Adult Learning and Recruitment</u>
<p>Adrienne Bland Dr. Donna Paulette-Thurman Katy Chambers Cedric Gerald Lotus MacDonald</p>	<p>Dr. Bonita Jamison Dr. Courtney Graves Pamela Powell Brooke Strautmann Jill Loyet</p>	<p>Kevin Hampton Carrie Pace Leilani Billups Jaylen Clark</p>	<p>Taylor Cameron Jamilah Bracely Farhad Jadali</p>	<p>Jana Parker Jason Armstrong Alishia Union Eric Harris</p>	<p>Dr. Davis Exley Warren Malinda Ice Kain Penton</p>	<p>Liz Davenport Dorothea Baker Key'Mon Jenkins Dr. Boyd Sean Joyce</p>
<p>Albert Harrold Roger Hines</p>	<p>Teonna Brenson (Teacher) Shaniya Perry (Student) Carlisha Elam (AP)</p>	<p>Roxanne Provence Patrick Johnson</p>	<p>Myko Vaughn Sheila Carves</p>	<p>Abida Jafari Michelle Huisinga</p>	<p>Dr. Beth Nelson Ladonna Sutherlin</p>	<p>Carla Leggett William Givens</p>

For students - bit.ly/fergflorstudents

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