

## Racial Equity Plan CMS 2020-2021

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<i>Activity</i>	<i>Timeline</i>	<i>Person Responsible</i>	<i>Impact</i>
<p>Trauma informed teaching practices, PD</p> <p>-Staff Communication with experiences of our students with teachers (on-going as needed)</p> <p>-Complete the 6 training modules via SEL department</p>	<p>Oct. 27 Feb. 2nd and 9th March 9th April 6th NTI @ 1:30 In-Person 2:30</p>	<p>J Dawson SEL Department</p>	<ul style="list-style-type: none"> <li>● Staff understands the impact of trauma and how it leads to chronic stress and anxiety that affects students' ability to function well in school.</li> <li>● Educators support students through providing methods of self-regulation, emotional coping skills, and asking questions like "How can I help you?" and "What happened to you?" rather than "What's wrong with you?"</li> </ul>
<p><a href="#">Staff Handbook</a></p> <p>PAC/RSS (ISAP)/Transition Room and the procedures within to focus on students repairing relationships with staff and vice-versa so that students can transition more smoothly back into the classroom.</p> <p>-Creating clear procedures communicated to staff</p> <p>-RSS/Transition/Susp. Sheet on Hub</p>	<p>On-going</p>	<p>Admin/J. Dawson/C. Dawson/ SRT</p>	<ul style="list-style-type: none"> <li>● Students return to a welcoming and forgiving environment, and relationships are rebuilt.</li> <li>● Students adjust their misbehaviors and do not repeat.</li> <li>● Students transition fully back in the classroom; emotionally and academically.</li> <li>● Staff understand the procedures within the PAC/RSS/Transition Center.</li> <li>● Staff participate in a conversation with the student to repair the relationship so that</li> </ul>

<p>-RSS/Transition/Susp. Google Doc work completed          -Transition Student Google Doc with Transition Plan communicated to teachers          -Discipline Flow Chart          -Transition Flow Chart</p>			<p>the student can transition back into the classroom more smoothly.</p>
<p>Transitioning students back to the classroom after being removed or suspended. Restore the relationship with teachers and/or students.           -Create a “Menu” of options for how a student transitions back for teachers          -Important to communicate the discipline has taken place and this is the restorative part of the discipline cycle</p>	<p>All Year</p>	<p>Admin/Student Support Team          (SST: Thomas, Torra, C Dawson, J Dawson, J.Im Collins, Paul)</p>	<ul style="list-style-type: none"> <li>● Students return to a welcoming and forgiving environment and relationships are rebuilt.</li> <li>● Students adjust their misbehaviors and do not repeat.</li> <li>● Students transition fully back in the classroom; emotionally and academically.</li> </ul>
<p>Racial Equity Section in Principal Weekly Communication           Includes:          Culturally Proficient Teaching strategies          Implicit Bias Information          Professional Development offered by DEP          Sense of Belonging- African American girls          Provide resources and support for our students and teachers to embed equitable practices in the work we are doing as a school.</p>	<p>Ongoing throughout the year</p>	<p>R. Klein DEP Resource Teacher          Ammerman</p>	<ul style="list-style-type: none"> <li>● Understanding the backgrounds of the students we serve</li> <li>● Use students’ previous experiences and funds of knowledge gained from their families and communities as assets in the classroom</li> <li>● Classrooms that are respectful and inclusive and that help students value and understand the cultures of their peers</li> <li>● Instructional excellence for all students</li> <li>● Equitable opportunities for all students</li> <li>●</li> </ul>

<p>Revisiting the purpose of the Student Response Team and Student Support Team and their role in staff and student support</p>	<p>On- Going</p>	<p>Assistant Principals will work with SRT. SST will analyze data and interventions put in place.</p>	<ul style="list-style-type: none"><li>● Staff is clear on the purpose of SRT with regard to student and staff support.</li><li>● Staff better understands MTSS and the levels of infractions from the Student Support and Behavior Intervention Handbook.</li><li>● Students adjust their misbehaviors and do not repeat them.</li><li>● Students understand that there are adults in the building who care about their well-being and want them to be successful in the classroom setting.</li><li>● Students are able to stay in class to receive instruction and supports.</li></ul>
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