

PLAINFIELD COMMUNITY CONSOLIDATED SCHOOL DISTRICT 202
BOARD AND SUB-COMMITTEE AGENDA ITEM

Action

ITEM A

The purpose of this form is to serve as a cover sheet to each agenda item appearing on the Consent or For Action items (which would include recommendations from the Board sub-committees.) **The signatures/initials of the Superintendent and each Assistant Superintendent are required before Board action is recommended.**

Agenda Topic: Information Items - Cultural Competency Committee, Workbook Fees, Principals

Impact School Level/Campus(es)/Department:
All Levels

Sponsoring Body: Curriculum & Technology

Date Submitted: 12/9/2020

Person Submitting Agenda Item & Position: Dr. Glenn Wood, Assistant Superintendent, Curriculum and Instruction

Proposal:

Rationale:

Anticipated Benefits to Students, Staff, Organization:

Improved Student Achievement.

Estimated Costs: _____
(Attach substantiated information)

Funding Source(s):

Anticipated Questions/Answers:

Administrative Input:

2020 Cultural Competency Committee Update

Board of Education Meeting, December 9, 2020
Curriculum and Technology Committee

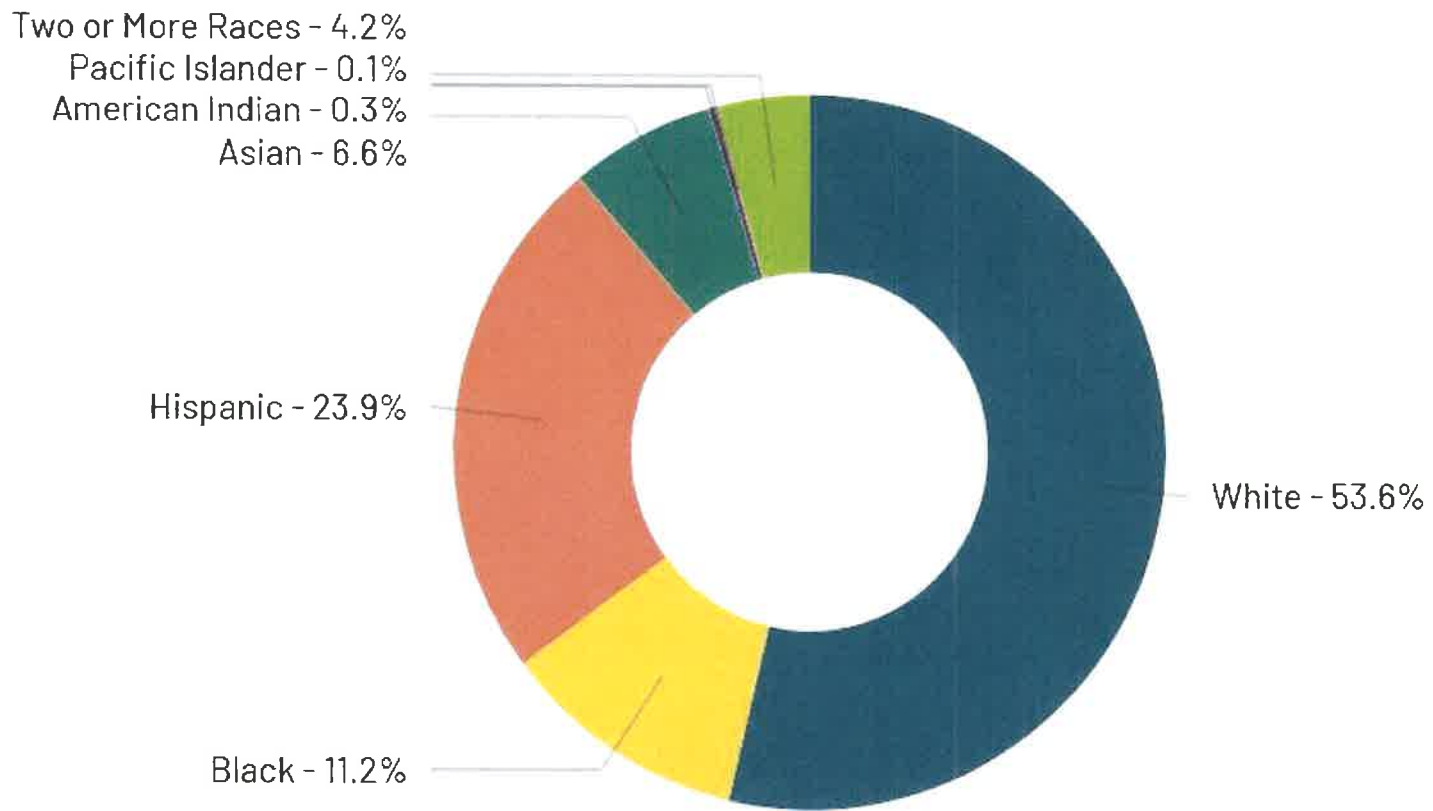
Diversity & Inclusion Statement

Plainfield Community Consolidated School District 202 is committed to building an equitable and inclusive educational community. Our district welcomes diversity in all of its many dimensions. We value students, families, and staff of varied backgrounds and encourage them to share their unique gifts to cultivate a rich educational experience. We are dedicated to creating a learning environment that exposes students to the value of differences, broadens their perspectives, and prepares them to shape the world.

of students, this includes the requirement that no person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing <http://www.psd202.org/page/nds> characteristic identified in **Board policy 7:10, *Equal Educational Opportunities***.

This also includes the requirement that no District employees shall engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in **Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment***.

Racial/Ethnic Diversity - 2020

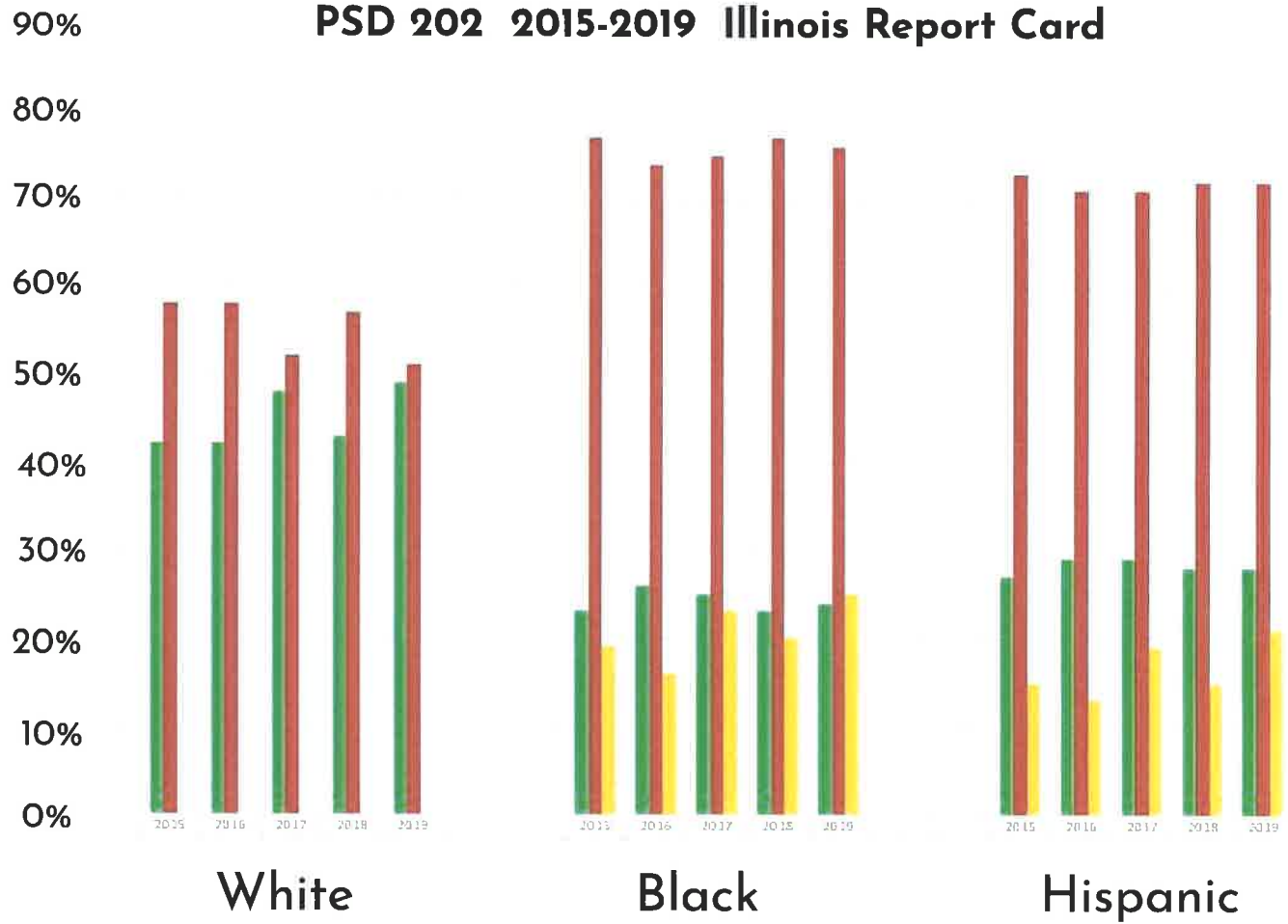


**Student Readiness for the Next Level
PSD 202 2015-2019 Illinois Report Card**

- Ready for the Next Level
- Not Ready for the Next Level
- Achievement Gap

Equity is the
nability to predict
student outcomes
the way that we
have traditionally
been able to do.

-Dr. Paul Gorski



What are we working on?

Checklist:

<https://docs.google.com/document/d/1ehvAf-4dyUCeNoIoTGkNn2PJIOgKYyMjohWok4ILV28/edit?usp=sharing>

Michelle will print out the checklist

This slide will be deleted

This link has great information! Should this information be included in slides and then let board members know they can click the links for more info?

Goal 1: Community Relations

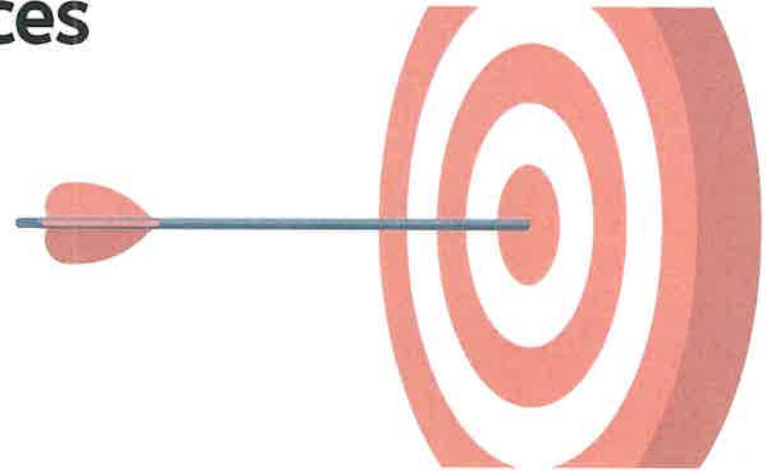
Goal 2: Curriculum and Resources

Goal 3: Student Voice

Goal 4: Discipline

Goal 5: Building Committee Leadership & Oversight

Goal 6: Personnel



20-21 Cultural Competency Plan

Tasks or Goals	On going	In progress	Completed	Comment/Anticipated Due Date
Cultural Diversity Statement poster in all school sites			x	August 2020
Culturally Centered Institute Days	x	x		February 2021
Cultural Competency Committee at all school sites		x		Need to Revise
Building libraries of diverse literature		x		Books ordered last year, but need to continue this year
<u>Cultural Calendar</u>	x			Completed last year; need to update for 2020-2021 school year
Implicit Bias Training added to GCN			x	Added to GCN; August 2020
<u>FAQ</u> on events over the summer	x		x	Handed out to buildings August 2020, need to revisit

Goal 1: Community Relations

Goal 1: Community Relations				
Tasks or Goals	On going	In progress	Completed	Comment/Anticipated Due Date
Website updated	x		x	August 2020
Nondiscrimination statement updated on the website			x	August 2020
Newsletter	x		x	Released bi-monthly

Goal 2: Curriculum and Resources

Task	Process	Anticipated Due Date/Completion/ Comment
FAQ Document	On going	Summer 2020
Implicit Bias Training	Completed	Added to GCN
Cultural Calendar	Reviewing	January 2021
Building libraries	On going	December 2020
Building Committees	Ongoing	
Cultural Centered Instituted	In progress	February 2021
Curriculum Audit	On going	Spring of 2022

Goal 3: Student Voice

Task	Progress	Comment/Anticipated date
Student Survey	Reviewing	January 2021
Student Ambassadors for Cultural Competency		May 2021
Hotline		August 2021

Goal 4: Discipline

Task	Progress	
Handbook Discipline Revised		August 2021
Teaching Versus Discipline Outline		August 2021
Training for the Community	In progress	March 2021
SROs		September 2021
Resources for Parents		January 2021

Goal 5: Oversight and Leadership over the Building Committees

Task	Progress	Comment/Anticipated Due Date
FAQ Mini-lesson	On going	October 2020
Building Level Committees	In progress	

Goal 6: Personnel

Task	Progress	Comment/Anticipated Due Date
Retention: Employee resource Groups	In progress	February 2021
Recruitment Video		March 2021
Hiring	On going	April 2021
PD	In progress	February 2021

Thank you
for your commitment
to all students of District 202.

District 202 Cultural Competency Committee

Plainfield Community Consolidated School District 202

We prepare learners for the future.



Administrative Center

15732 Howard Street
Plainfield, IL 60544

(815) 577-4000 -- telephone

(815) 436-7824 -- fax

www.psd202.org

Dear District 202 Parents and Guardians:

Plainfield District 202 is committed to preparing students for the future. With that in mind, the District 202 Cultural Competency Committee is working to honor and support our district's cultural diversity.

This is yet another critical step toward ensuring all students have every opportunity to succeed in school. Our work includes teaching cultural competency; supporting students' social-emotional learning (SEL); and ensuring our teachers and staff deepen their understanding of Cultural Competency so they can model the respect and acceptance that all individuals deserve.

The Cultural Competency Committee has worked hard for more than a year to embed SEL elements into academic instruction. We have written [an updated non-discrimination commitment](#); updated the [district diversity statement, and webpage](#); invested in literature; and audited the curriculum to find areas for improvement; and established a Cultural Competency Committee at each school to assist with district initiatives and education.

A critical part of our work is to give students a way to express their identities and views.

Second semester, all middle and high school students will be asked to take a brief, anonymous, survey. The survey will ask how students identify, how they feel in the academic setting, and how much they believe they can succeed. Research shows that this information can help support a student's sense of belonging, which is essential to a student's social emotional well-being.

This survey will help us identify areas for the Cultural Competency Committee to improve and develop additional resources. The survey data will help ensure that all students get equal access to a high-quality Plainfield School District 202 education. Survey results will be completely anonymous. No one will know how individual students respond to specific questions. Please encourage your child to respond honestly. Students can select the "I prefer not to respond" option as indicated in the survey.

Survey results will help determine staff training and essential student resources to ensure our instructional approach in supporting Cultural Competency and Diversity supports the whole child. Simply but critically, when students feel confident in themselves, they can better achieve their full potential in school and in life.

Please contact your child's school and building administration with any questions.

Thank you,

District 202 Cultural Competency Committee

202 CCC Student Survey

Thank you for taking the time to complete this survey. Your answers will be used to improve the experiences of all students in the district.

- There are no “right” or “wrong” answers.
 - Choose the one response that best fits your thoughts and experiences.
 - If you don't understand or would prefer not to answer a question, you can skip to the next question.
 - Your survey will be kept anonymous
- * Required

1. What school do you attend? *

Mark only one oval.

- Aux Sable
- Drauden Point
- Heritage Grove
- Indian Trail
- John F. Kennedy
- Richard Ira Jones
- Timber Ridge
- Plainfield Central
- Plainfield North
- Plainfield East
- Plainfield South
- Plainfield Academy

2. What grade are you in? *

Mark only one oval.

- 6th grade
- 7th grade
- 8th grade
- 9th grade (Freshman)
- 10th grade (Sophomore)
- 11th grade (Junior)
- 12th grade (Senior)

3. What is your race and/ or ethnicity? (Choose all that apply) *

Check all that apply.

- African American or Black
- Asian or Asian American
- Pacific Islander/Native Hawaiian
- Hispanic or Latinx
- Native American/Indigenous
- White or Caucasian
- 2 or more races (Multiracial)
- Not listed
- Prefer Not to Answer

4. What is your religious affiliation?

5. What is your primary gender identity? *

Mark only one oval.

- Male
- Female
- Transgender Male
- Transgender Female
- Genderqueer or Genderfluid
- Questioning
- Prefer not to answer
- Other

6. Do you identify as gay, lesbian, bisexual, pansexual, aromantic/asexual, or questioning? *

Mark only one oval.

- Yes
- No
- My identity is not listed
- I'm not sure
- Prefer not to say
- Other: _____

Teacher Relationships,
Curriculum, and

Choose your level of agreement for the next statements about
your school and teachers
in general. Strongly agree / agree/ disagree / strongly disagree

7. At my school teachers and other adults:

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Care about my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage me to ask questions and participate in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Really listen to what I have to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen and respond to me when I have a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support me as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat me fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give everyone the same opportunities in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See me as a valuable member of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow me to feel that my contributions to the classroom are valued in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I trust my teachers.

Mark only one oval.

- Always
- Some of the time
- Most of the time
- Never

9. I respect my teachers.

Mark only one oval.

- Always
- Some of the time
- Most of the time
- Never

10. Is there at least one adult in your school that you trust and can go to for advice?

Mark only one oval.

- Yes
- No

11. Do you have any other information that you would like to share about your experiences in your school or your school climate?

12. Conversations about the following are planned and encouraged in the classroom

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Race and Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender and Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in Learning Abilities and Physical Abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. In my classroom, I am comfortable having conversations about the following:

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Race and Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender and Gender Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in Learning Abilities and Physical Abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Choose your Level of agreement with the next statements about your experiences in class.

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel unable to share my views in class because of my race.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel unable to share my views in class because of my gender identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel unable to share my views in class because of my sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel unable to share my views in class because of my differences in learning or physical abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Choose your level of agreement with the next statements about your school.

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Diversity, inclusiveness and equity are important at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in this school respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults in this school respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults in this school respect student identities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am accepting of those different than myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is wrong to discriminate against someone because of their race, appearance, culture, religion or on some other basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. I see positive representations of people from many races, cultures, and backgrounds represented in my:

Check all that apply.

	Always	Most of the Time	Some of the Time	Never
History Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band/Choir Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE / Health Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. I see positive representations of the LGBTQ+ community in my:

Check all that apply.

	Always	Most of the Time	Some of the Time	Never
History Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band/Choir Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE / Health Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. I see positive representations of the differently abled community in my:

Check all that apply.

	Always	Most of the Time	Some of the Time	Never
History Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Band/Choir Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PE / Health Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Do you have any other information you would like to share about your experiences with what you learn and or what is taught to you.

20. Choose your level of agreement with the next statements about school rules and disciplinary actions. In my school...

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The punishment for breaking school rules is the same no matter who you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know I would receive the same punishments as others for breaking a school rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a school rule is broken, students know what kind of process will follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are treated fairly when they break school rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School rules are consistently enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When students are accused of doing something wrong, they get a chance to explain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We talk about the importance of understanding our feelings and the feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We work on listening to others so that we really understand what they are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I am better at working with other people because of what I have learned at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Do you have any other information you would like to share about your experiences with discipline?

22. At this school, students harass, bully, or intimidate each other because of their...
(check all that apply)

Check all that apply.

- Race or Ethnicity
- National Origin or Immigrant Status
- Gender or Gender Identity
- Disability
- Sexual Orientation
- Income Level or Social Class
- Appearance
- Religion
- Family Military Status
- None of the above
- Other

23. While in school, how often have you heard hurtful comments about _____ from teachers?

Check all that apply.

	Always	Most of the Time	Some of the Time	Never
race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
religious identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning or physical disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. While in school, how often have you heard hurtful comments about _____ from students?

Check all that apply.

	Always	Most of the Time	Some of the Time	Never
race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
religious identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning or physical disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Do you have any other information you would like to share about your experiences bullying, harassments or intimidation?

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