

Wayland Public Schools

FY17 System-Wide Goal ACE Progress Report: Training Global Citizens

System-Wide Goal: To train students to be productive global citizens of their country, nation, and world able to demonstrate requisite skills, which include civility and cultural proficiency.

High School Strategic Initiatives:

- Continue to increase student voice and engagement among our students of color through regular leadership meetings, student group meetings, and the participation of several teams in the Tenacity Challenge.
- Launch a faculty group for supporting work around cultural proficiency (“Diversity Committee”).

<h1 style="font-size: 2em; margin: 0;">A</h1> <p style="margin: 0;">Accomplishments</p>	<h1 style="font-size: 2em; margin: 0;">C</h1> <p style="margin: 0;">Challenges</p>	<h1 style="font-size: 2em; margin: 0;">E</h1> <p style="margin: 0;">Exemplar</p>
<ul style="list-style-type: none"> ● The “POWER” (“People of Wayland Eradicating Racism”) student group was launched by two student leaders. The focus of this group is to host and facilitate lunchtime discussions on topics related to race, privilege, and other social issues. Meetings were well-attended by thoughtful and engaged participants (both students and staff), and the group has helped model civilized discourse and an openness to listening to new ideas. ● For the second year, WHS will send two teams to the annual Tenacity Challenge, an Academic Decathlon for students of color hosted by Bedford High School. ● A small Diversity Committee comprised of interested faculty members launched this year. The group helped to support Black History Month planning and is continuing to find its niche in our school culture. ● Strong leadership among our Boston resident students led to a rich and diverse variety of 	<ul style="list-style-type: none"> ● The current post-election landscape has been challenging for staff and students alike, heightening the importance of facilitating classroom discussions that are safe for all ideas and making balanced curricular choices. ● The Diversity Committee is still finding its momentum. After Black History Month planning, which was largely focused on supporting student ideas, the group has been striving to find its focus. Some consultation with IDEAS is on the docket. ● We have a particularly strong and vocal core of leaders among our Boston resident students who are graduating in June. Continuing their work and maintaining the energy they created in matters related to conversations about race and celebrating diversity will be a challenge. 	<p>Our all-school assembly during Winter Week that featured the METCO panel was a meaningful event that emphasized our commitment to METCO and provided a forum for the voices of current students and Boston resident parents. Boston resident students spoke eloquently about their experiences in the WPS, both positive and negative, while Wayland resident students described the ways they support and connect with their friends living in Boston. Current and former parents of students in the METCO program described their reasons for sending their children to Wayland and the ensuing challenges and rewards for their entire family. The panel was introduced with a showing of a segment aired on “Chronicle” that features the Brewington family. As a way to highlight the 50th anniversary of METCO and to emphasize the history and significance of this program, the panel was both educational and</p>

<p>programs during Black History Month, including the showing of the documentary “13th” to all seniors, an all-school assembly featuring a METCO panel of students and parents, and the showing of the movie “The Great Debaters.”</p>		<p>powerful. An article from WSPN captured some of our students’ takeaways from it.</p>
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Middle School Strategic Initiatives:

- Develop a curriculum to teach students about electing a president and civility.
- Pilot a Global Citizens 7th grade group.

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<ul style="list-style-type: none"> ● The WMS Social Studies Department engaged in a summer work project that included “Reflecting on the Importance of Citizenship Education.” Some big picture focus questions included: <ul style="list-style-type: none"> ○ What do effective citizens know and believe? ○ How do effective citizens act? ○ How can we as social studies teachers help build citizens? ● Our first faculty meeting of the year included a deep dive into the definition of civility and its connection to BERT for grounding staff and students in discussions that may emerge during the presidential election. ● The Social Studies Department offered a unit on electing a president. They developed and taught lessons at all three grade levels that explained the electoral college, explored basic differences in Democrat and Republican platforms, learned about candidates and positions including third party candidates, and held a school-wide mock election. ● Lunch groups were created for interested students to further discuss and debate election issues respectfully. ● The Global Citizens Group is a racially diverse group of twelve 7th grade students led by Maribel Valdes and Amy Parker who meet one 	<ul style="list-style-type: none"> ● The election was a contentious one that created polarization and modeled language that was disrespectful (not in keeping with the tenets of BERT). ● Students and staff had strong unsettling reactions to current events as they related to issues of race, gender, sexuality, nationality, and immigration status. ● Staff found it particularly challenging promoting both empathy and civil discourse, inviting multiple viewpoints without condoning hate speech, etc. -- and understanding viewpoints that are different as well as the students who hold those viewpoints. Keeping it safe for everyone has been challenging. Administrative Council has explored this issue at length. ● How do we bring the work of the Global Citizens Group to a broader cohort of students and have more staff feel comfortable leading conversations about race and racism? 	<p>The Global Citizens Group’s retreat at the Walker Center in Newton on April 26th was a fabulous day facilitated by consultants Pat Kelly and Carroll Blake (alongside Maribel Valdes, Amy Parker, Amy Behrens and Mabel Reid-Wallace). There, our twelve students worked in teams to develop their leadership skills and become experts in one of three areas. Included here are a few of the takeaways in students’ words:</p> <p>Race and Racism</p> <ul style="list-style-type: none"> ● Some people don’t take offensive words seriously. ● Race is a social construct. ● You can’t be racist to someone who has more privilege. ● There is no such thing as reverse racism. <p>Bias</p> <ul style="list-style-type: none"> ● Prejudice without thinking. ● Assuming before meeting someone. ● Biases are based off of stereotypes. ● Explicit: aware of bias, expressed at/to someone directly. ● Implicit: unaware of bias, expressed subconsciously, not on purpose, unconscious.

<p>block a week to “to provide students with a safe and respectful environment to discuss issues of identity and culture, race and racism, and stereotypes and biases.” Through conversations and activities they work to better support students and build a stronger community.</p> <ul style="list-style-type: none">● The Global Citizens Group processed real issues that arose in our community (swastika on a project and an Instagram posting of students celebrating to a song that featured the N word) and developed ally skills that they modeled with peers.● We held a whole-staff professional development session delving into Implicit Bias to help us prepare to teach students explicitly about microaggressions.● A staff subgroup met as a Training Global Citizens Team for three hours, focusing on how we might most successfully educate students about microaggressions.		<p>Allied Behavior</p> <ul style="list-style-type: none">● Understand both/all perspectives.● Go out of your way to bring people together.● Know you will make mistakes and apologize.● Stand by people for as long as they need you to. <p>Students look forward to sharing their learning first with teachers and ultimately with peers.</p>
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Elementary Schools Strategic Initiative:

- Educate students about the components and historical significance of the American electoral system and what citizenship affords and requires as developmentally appropriate by grade level.

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<ul style="list-style-type: none"> • All three elementary schools provided specific and explicit citizenship training around the 2016 election. Discussion and instruction covered all aspects of participating in an election, including: the social and emotional aspects of being a good citizen while encountering competing belief systems, candidate, and party choices; privacy and regard for people who do not wish to discuss their views; respectful disagreement; understanding the U.S. system for voting and the responsibility of voting, and participating in mock elections that were age- and grade-appropriate. • Study around what makes a good citizen and some good role models happened at all three elementary schools, with culminating activities including: all-school mural work, poster-making, and all-school assembly presentations. • Ongoing service learning projects that promote good citizenship and a culture promoting that people at all ages can make a difference. • An elementary school World’s Fair in March 2017 celebrating the many backgrounds of Wayland residents, including: Guatemala, Ghana, Brazil, Haiti, Australia, Albania, Ethiopia, South Korea, Spain, Ukraine, Austria, Turkey, Ireland, Poland, Japan, China, 	<ul style="list-style-type: none"> • Because there are so many passionately held viewpoints when it comes to good citizenship in the school environment, there is an ongoing challenge to teach respect for all opinions in a manner that promotes perspective-taking and agreeing to disagree without hostility. • The current political climate has provided a significant challenge, particularly on the issue of immigration which many students see on the news on a consistent basis and resulted in some spirited discussions about race. • The portrayal of different races in television shows such as criminals particularly being people of color. • While we are making progress in this area, identifying good literature within the curriculum that promotes and celebrates the various cultures in our school buildings so that students will develop an understanding and appreciation for each other and a respect for human differences. 	<ul style="list-style-type: none"> • Mock U.S. presidential elections were held at Loker and Happy Hollow. Depending on the grade and age of the students, some assumed leadership roles in teaching about the election, how to vote, what electoral votes are versus the popular vote. Students could learn firsthand what it is like to go to a voting booth, how to make an informed decision, and how the process of a peaceful transference of power works in the U.S. system of voting. They also were made aware of the issues that were pertinent to them and advised that they pick the candidate with whom they agree and not necessarily who their best friends or parents are voting for in the election. • Claypit Hill School celebrated 180 Days of Awesome with a visual representation of the many ways that its citizens take care of themselves, each other, the community, and our world on a daily basis.

<p>El Salvador, Greece, Armenia, Canada, India, and Russia.</p> <ul style="list-style-type: none">• School- and town-wide celebrations of the Lunar New Year with many activities that promote cultural celebration whether one's own or another's.• Study of U.S. and world maps to give students a better understanding of what "global" citizenship means in terms of how many countries and cultures there are in the world.• Providing a real-world perspective, such as guest speakers at school meetings: such as Ellen Grieco, Chair of the School Committee, discussing what it was like to participate in an election; and Michael Henrich, Fox 25 news reporter, sharing what it is like to cover an election.		
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