



Ferguson-Florissant School District **ANTI-RACIST STANDARDS**



Anti-Racist Standards

| | |
|--|--------------|
| Standards for Social Justice and Anti-Racist Schools | 1–3 |
| #1: Student and Family Empowerment and Rights | 4 |
| #2: Student Development and Progress | 5 |
| #3: Communication, Dialogue, and Community Engagement | 6 |
| #4: Leadership | 7 |
| #5: Teaching and Learning; Curriculum and Assessment..... | 8–9 |
| #6: Policy, Governance, Procedures, Administration | 10–11 |
| #6: Adult Learning and Recruitment..... | 12 |
| Acknowledgements..... | 13 |





What are District Standards for Social Justice in Anti-Racist Schools?

To maximize student excellence and social justice, Ferguson-Florissant School District is on its journey to becoming an anti-racist organization that furthers educational equity for all students, especially our most marginalized students. FFSD Standards for Social Justice in Anti-Racist Schools will further our progress in this journey, challenging us to understand and correct the inequities that may unintentionally exist within our district, to proactively act in ways that promote anti-racism, and to build on the strengths that have enabled our past progress around race and bias.

Similar to educational standards, FFSD Standards for Social Justice in Anti-Racist Schools represent the vision and goals that we will achieve as we move towards becoming an anti-racist organization. The standards focus on seven areas:

- Student and Family Empowerment Rights
- Student Development and Progress
- Communication, Dialogue, and Community Engagement
- Leadership
- Teaching and Learning; Curriculum and Assessments
- Policy Governance, Procedures, Administration
- Adult Learning and Recruitment

These standards will guide our work in the present and the future, serving as a

framework for further longer-term, multi-year strategies that guide the organization towards anti-racism. These serve as an important foundation of all strategic planning in the following three ways: a) Appropriate Standards being selected as a foundation for each section of the strategic plan, b) A stand-alone section of the strategic plan that lists the standards and our commitment to them, and c) the name of the strategic plan being influenced by the existence of the standards.

What will the Standards for Social Justice in Anti-Racist Schools 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**
- **Increase dialogue** about what it means for Ferguson-Florissant to be an Anti-racist organization
- **Increase joy** at work for all students, leaders, staff and teachers, leading to higher level of impact towards educational equity



Why is it important to become an anti-racist organization?

The population of teachers is predominantly white, and the communities that we serve are predominantly of color. Research conducted by the Public Education Leadership Project, surfaced that relationships between white teachers and black male students are strained. The results 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, teachers, leaders; teaching and learning; our relationships with family members and the community; and ultimately, students' experience in schools.

Although many forms of racism appear unconsciously and without negative intent, we are making a district 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.

What are anti-racist schools?

According to Ibram X. Kendi, An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity. Anti-racist schools are committed to the practice of undoing and dismantling systems of oppression through developing anti-racist policies, practices and procedures that reduce systemic and organizational racial inequity.

Why did the Change Team start 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, this work needs ongoing opportunities for teams to have small group conversations designed to give Ferg-Flor the opportunity to:

- Build stronger, **deeper relationships** 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 a district. Ferg-Flor Anti-Racist Organizational Standards represent our vision and desired state for how we will operate as an anti-racist district. 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?

It is essential that Anti-racist standards that will influence sustaining change are developed as part of an inclusive and honest process that meaningfully involves voice of a representative group of stakeholders. The FFSD Change Team for Social Justice in Anti-Racist Schools developed these standards. They did so with thought partnership from The Achievement Network using the anti-oppression principles and research referenced in this document. The Change Team is a diverse group of teachers, leaders, students, parents, and community members.

What is the history of the District regarding race, equity and anti-racist work?

FFSD was thrust onto the world's stage in 2014 when Michael Brown an unarmed young Black man was killed by a white police officer. Longtime issues of race and racism in the District and community didn't suddenly appear in 2014. The Ferguson-Florissant School District was created in the 1970s as part of a federal order in the face of resistance to school desegregation during the 1970s

The court ordered merger of the Kinloch, Berkeley, and Ferguson-Florissant school districts in the 1970s while intended to address disparities in education, forced students to be bussed from the southern end of the District in Kinloch to Florissant and created different hardships for students.

The Berkeley School District had a sufficient tax base that Berkeley teachers and staff members salaries were frozen until other Ferguson-Florissant employees could catch up in pay. Resources that had been directed to Berkeley schools was directed to needs across the District and fueled the feelings of inequitable treatment for students, staff, and schools in the southern end of the District. That sentiment has persisted over much of the last nearly fifty years.

The Board of Education developed an Equity Resolution from 2017 through April of 2018 when the resolution was adopted and has since developed a tool for assessing the District's work using an equity lens.

***WHEREAS,** the Ferguson-Florissant School District Board of Education is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career, and life.*

***WHEREAS,** we believe the responsibility for student success is shared broadly by District staff, administrators, instructors, communities, and families.*

***WHEREAS,** we believe that it is the right of every student to have an equitable educational experience within the Ferguson-Florissant School District consistent with state and federal law.*

***WHEREAS,** the concept of educational equity goes beyond formal equality—where all students are treated the same—to providing a barrier-free environment where all students, regardless of their race, social class, geographic location or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.*

***NOW, THEREFORE BE IT RESOLVED,** the Ferguson-Florissant School District is focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students.*

#1: Student & Family Empowerment & Rights

1

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.



#2: Student Development & Progress

2

2.1 Guidance and Student Agency:

District staff will ensure that all students experience the support, guidance, voice, and agency for their needs, which also takes into account students' in historically marginalized groups.

2.2 Redress Disparities In Progress:

Centering on student voice, the district employs strategies and structures for redressing disparities in the educational achievement, social-emotional well-being, and progress of students from historically marginalized groups.

2.3 Action for Students' Future Plans:

Based on a robust, well-rounded graduate profile, district staff centers on student voice as they promote equity in career education, employment options counseling, training, and career choice to support students' plans for the future

2.4 Equitable Access to Classes:

The criteria used for assigning students to classes removes unnecessary barriers and ensures equitable access for all students, including students from all historically marginalized groups.

2.5 Restorative Practices and Influencing Student Behavior:

The organization's procedures for addressing student behavior as well as employees' practices for influencing student behavior are fair, restorative, and applied equally to all students, regardless of cultural differences.

2.6 Analysis of Referrals and Suspensions:

The organization monitors referral and suspension rates and circumstances of all students to ensure that procedures are free from bias, prejudice and discrimination.

#3: Communication, Dialogue, & Community Engagement

3

3.1 Compassionate Communication and Awareness of Bias:

Ongoing, Two-way, Compassionate Communication: Families, students, and school staff engage in ongoing, two-way, compassionate communication about student learning and well-being with an awareness of themselves, others, and personal biases.

3.2 Informed and Respectful Communication:

Our communications demonstrate awareness of, knowledge about, respect for, appreciation of, and celebration of People of Color and others from marginalized populations.

3.3 Promote Dialogue and Anti-Racist Principles:

Our organization promotes a dialogue with staff and constituents about the meaning of anti-racist principles and the “why” behind them.

3.4 Address Racism & Oppression:

Our organization works to address racism and other forms of oppression through community engagement and dialogue.

3.5 Communicate How We Embrace Anti-Racism:

Our organization continually communicates HOW it embraces anti-oppression principles and anti-racism protocols.

3.6 Proactively Include Voices of the Most Marginalized:

Our organization proactively works to include and center the voices of People of Color in the development of dialogue with stakeholders, how we engage with the community, as well as our approach to that engagement.

3.7 Use Various Forms of Communication:

Our organization intentionally embraces various forms of communication in support of a more inclusive environment.

3.8 Communicate in Families’ Home Languages:

Work to actively translate communications into languages that reflect students’ home languages in the District

#4: Leadership

4

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.

#5: Teaching & Learning; Curriculum & Assessment

5

5.1 Focus on the Whole Child:

Adults create school environments in which students have daily opportunities to become self-aware, self-manage, increase social awareness and relationship skills to promote joy and curiosity.

5.2 Actively Inclusive Programs:

District programs center, actively invite, are accessible to, and do not exclude-overtly or inadvertently People of Color and other marginalized groups.

5.3 Seek Independent Perspectives on Programs:

FFSD Administration regularly conducts an internal and external audit of district programs from the perspective of anti-oppression principles and/or these FFSD Anti-Racist Standards.

5.4 Monitor High-quality Culturally-Responsive Curricula:

The district monitors and evaluates its effectiveness in providing a high-quality, racially inclusive, and culturally-responsive curriculum for students from all historically marginalized groups and is vetted by a student group.

5.5 Cultural Bias Audit of Curriculum and Assessments and Assessment Methods:

Content and assessment methods are checked for their cultural bias and action is taken to remove any bias that is identified and is vetted by a student group.

5.6 Teaching Methods Reflect Needs of Students and Celebrate Diversity:

Teaching methods and styles take into account the needs of students from historically marginalized groups and encourage positive attitudes about race, ethnicity, cultural differences, cultural diversity and equity.

5.7 Equitable Instruction Requires High Expectations and High Levels of Support:

The district believes that ALL students come with valuable knowledge and an innate ability. As educators, we will work actively to hold high expectations for all students and recognize and disrupt our own biases first then students' and others' biases which can erode expectations for students.

Continued »

#5: Teaching & Learning; Curriculum & Assessment

5

5.8 Student Thinking

We will ensure students are shouldering the cognitive lift in their learning, sharing their developing thinking, and engaging in targeted support to address gaps in their learning and teaching to make grade-level instruction accessible for all students.

5.9 Ensuring Inclusivity and Understanding of Equity in Curriculum:

The district takes active steps to ensure that all areas of the curriculum are representative of students of color and equip students with a growing understanding of equity, and the importance of challenging bias, prejudice, stereotyping, and discrimination.

5.10 Utilizing Resources within Marginalized Communities:

The district makes active use of the resources available within historically marginalized communities to enhance curricular experiences to be equitable and inclusive.

5.11 Vendors and Partners:

The district will ensure that vendors and partners will understand that we are striving to become an anti-racist organization and goods and services will reflect that goal.



#6: Policy, Governance, Procedures, Administration

6

6.1 Actions Informed By Impact of Racism and Oppression:

Our organization is informed by the ways that racism, implicit bias, and other forms of oppression negatively affect people from marginalized groups.

6.2 Programs Encourage Empowerment, Local Leadership, and Community:

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 through voice, choice, agency, and decision making; (2) that local leadership is encouraged and developed; and (3) that the most important issues of the local community are given priority.

6.3 Maintain Written Equity and Anti-Racist Commitments Relevant to District History:

In addition to any resolutions, the district has written equity and anti-racist policies and commitment to address structural racism distinct from its anti-discrimination, harassment and equal opportunity policies and relevant to district history and location.

6.4 School Policies Include Equity and Anti-Racist Focus:

Equity will be included as an explicit part of all of the schools' policies for all students and specifically for those students who are the most marginalized.

6.5 Endorse, Implement, and Review Equity and Anti-Racist Policies and Procedures:

Taking into account the needs of the district and community, the equity and anti-racist policies and procedures have been endorsed, adopted and implemented by the district's governance, management and leadership teams and reviewed formally at least every two years with the stakeholders to determine the efficacy of the policies and procedures.

6.6 Strategic Plan and School Plan Includes Racial Equity:

A racial equity and anti-racist strategic plan, which is linked to the district's comprehensive school improvement plan, sets clear goals for addressing equity.

6.7 Collaborative Creation & Communication of District Strategic Plan:

A district strategic plan has been developed collaboratively with many stakeholders to ensure that everyone associated with the district is kept informed about the district's equity and anti-racist policies and procedures, and abides by them.

Continued »

#6: Policy, Governance, Procedures, Administration

6

6.8. Change Team Collaboratively Leads Equity and Anti-Racist Goals:

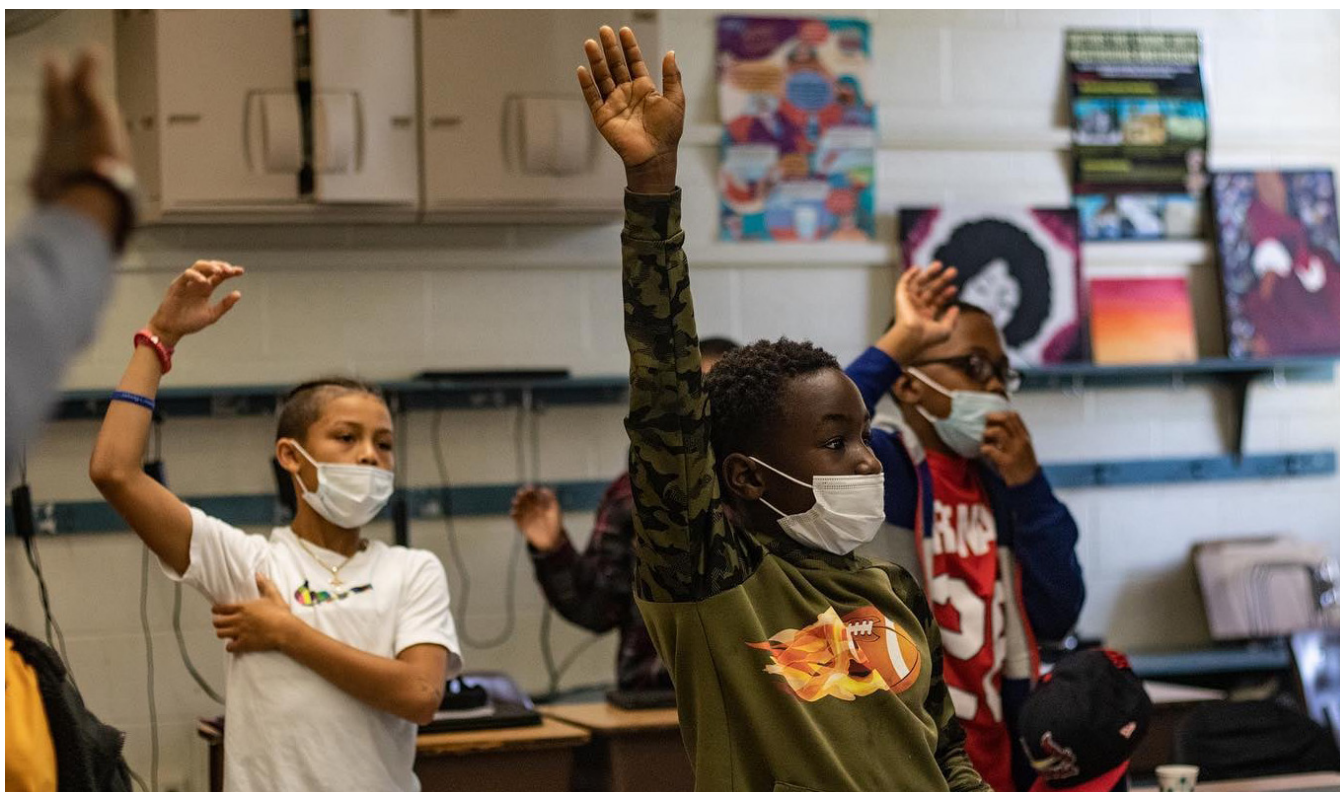
The district's work to implement and manage its equity and anti-racist goals will be led by the ABAR Leadership (Change) team, a culturally and racially diverse group of staff members at the district and school levels.

6.9 Viewpoints from Marginalized Groups Encouraged and Included:

Our organization has a procedure and written policy to solicit and center the viewpoints of people from marginalized racial groups to shape the operations of the organization.

6.10 Vendors and Partners:

The district will ensure that vendors and partners will understand that we are striving to become an anti-racist organization and goods and services will reflect that goal.
(Physical Plant)



#7: Adult Learning & Recruitment

7

7.1 Recruitment & Retention:

Our organization recruits, selects, develops, and retains People of Color and others from marginalized groups, at all levels of the organization with demonstrated results.

7.2 Talent Development:

All, including People of color, are given opportunities to develop, advance, and share their talents in the organization.

7.3 Resolution of Concerns:

Our organization has an effective, accessible and confidential 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.

7.4 Evaluation Aligned with Anti-Oppression:

Employee evaluations include the application of anti-oppression principles outlined in these Anti-Racist Standards as appropriate for each job classification.

7.5 Training and Development:

Staff members receive ongoing training and support focused on an understanding of oppression, racism, and a history of the negative ways white dominant culture impacts education, individuals and this organization.

7.6 Internal Promotion and Professional Development:

Our organization has proactive processes for promotions, internal recruitment, and professional development that reflects anti-oppression principles and is responsive to the inclusion of all, including staff from all historically marginalized groups.

7.7 Salary and Benefits:

Salary and benefits are determined using an equity and anti-racist framework and are based objectively on district needs, education, and experience.

Acknowledgments

Thank you to all of the FFSD Change Team members for their time and effort to support FFSD students, staff, and the community.

DR. SHEILA POWELL-WALKER, BOE – President

DR. COURTNEY GRAVES, BOE – Vice President

TIFFANY BUSH, BOE – Secretary

DR. KEVIN M. MARTIN,
BOE – Assistant Secretary

LESLIE HOGSHEAD, BOE – Director

DR. DONNA PAULETTE-THURMAN,
BOE – Director

TERRY TYSON, BOE-DIRECTOR

DR. DONNA PAULETTE-THURMAN,
BOE - Director

DR. JOSEPH DAVIS, Superintendent

KEVIN HAMPTON, Chief of Staff

DR. JANA PARKER, Deputy Superintendent
of Curriculum & Instruction

DR. ADRIENNE BLAND, Associate
Superintendent of School Leadership
Secondary Schools

LAURA MODRUSIC, Assistant Superintendent
of Business Services/CFO

DR. FARHAD JADALI, Assistant Superintendent
of Research & Technology

DR. PHILLIP BOYD, Assistant Superintendent
of Human Resource Services

DR. DEANNA KITSON, Assistant
Superintendent of School Leadership

DR. LISA HAZEL, Assistant Superintendent
of School Leadership

TERRY O'NEIL, Assistant Superintendent
of Operations & Maintenance

DR. JOYCELYN PUGH-WALKER, Executive
Director of Federal Programs

LIZ DAVENPORT, Executive Director of
Professional Learning & Leadership

VERSHAUN HOWZE, Director of Safety
& Security

BYRON CRAWFORD, IB/AP Coordinator

DR. CEDRIC GERALD, Principal of McCluer HS

ERIC HARRIS, Principal of Cross Keys MS

DR. MALINDA ICE, Principal of Parker Road
Primary

SEAN JOYCE, Principal of Robinwood
Intermediate

HEIKE JANIS, Assistant to the Superintendent/
BOE Secretary

JASON ARMSTRONG, Ferguson Fire Chief

DOROTHEA BAKER, Teacher

RENETTA BATTEAST, ISL

TAYLOR CAMERON, ISL

CARRIE PACE, Teacher

PAMELA POWELL, Parent/Community Member

LEILANI BILLUPS, Student

JAMILAH BRACELY, Student

JAYLEN CLARK, Student

KEY'MON JENKINS, Student

KAIN PENTON, Student

BROOKE STRAUTMANN, Student

ALISHIA UNION, Student

