



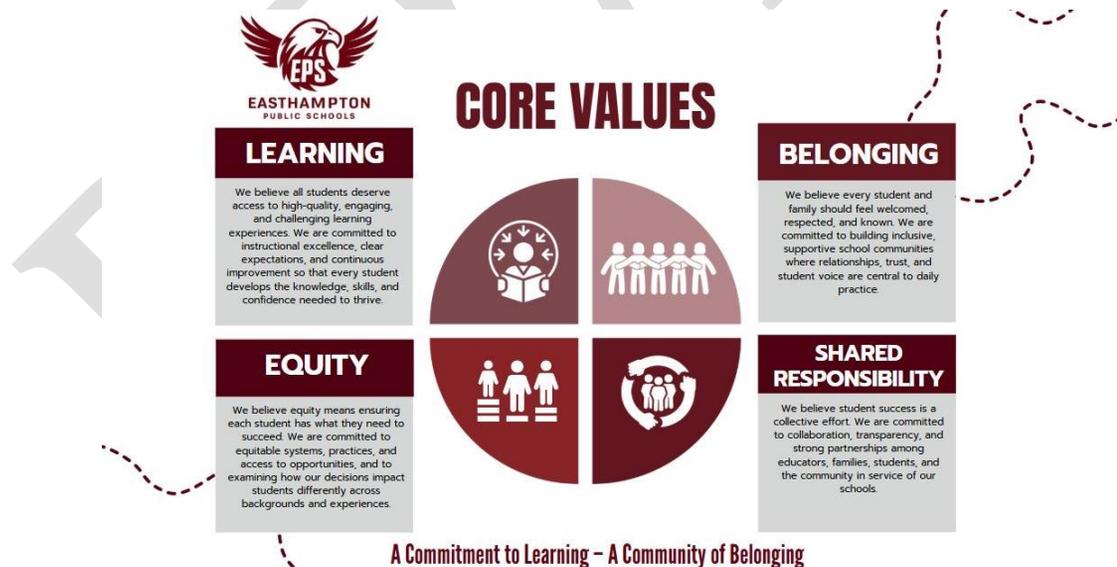
Equity & Belonging Work Alignment Crosswalk

Easthampton Public Schools is committed to creating learning environments where every student and family feels safe, valued, respected, and known. Our work to prevent and respond to harm is rooted in the belief that schools have both a responsibility and an opportunity to affirm dignity, address inequity, and ensure that students from historically marginalized communities are supported, protected, and able to thrive.

Guided by our core values of Learning, Belonging, Equity, and Shared Responsibility, the district approaches bias prevention and response as an essential part of our educational mission — not as a separate initiative, but as work that is deeply connected to how we teach, how we lead, and how we care for one another.

This crosswalk reflects how Easthampton Public Schools has aligned the Massachusetts Special Commission on Combating Antisemitism and Massachusetts Department of Elementary and Secondary Education (DESE) Draft Antisemitism and Societal Bias Prevention Curriculum and Professional Development Rubric with our existing equity and belonging work, including the ongoing efforts of our Equity & Belonging Committee, our curriculum and professional development initiatives, and our use of student and family data to guide continuous improvement.

We want to communicate the work we are doing and work we have already completed. This document intentionally highlights areas where systems are still being built or refined, acknowledging that this work is iterative and requires reflection, partnership, and care.



This work advances our core values in the following ways:

Learning: By embedding anti-bias education within high-quality curriculum and professional learning, we support students in developing critical thinking, historical understanding, and the skills needed to engage thoughtfully with diverse perspectives.

Belonging: Clear, transparent systems for addressing harm — paired with student voice and trauma-informed responses — help ensure that students feel seen, supported, and safe in our schools.

Equity: Examining how bias and discrimination affect students differently allows the district to respond more effectively to the needs of those who experience marginalization, while ensuring access to opportunity and support for all.

Shared Responsibility: This work recognizes that fostering inclusive, supportive school communities is a collective effort among educators, students, families, and community partners, grounded in trust and accountability.

As Easthampton Public Schools continues to develop its Strategic Plan, the insights from these state recommendations and this crosswalk will inform our ongoing work — helping us strengthen systems, deepen understanding, and continue building schools where every student belongs.

Massachusetts DESE Draft Rubric for Antisemitism and Societal Bias Prevention

This crosswalk demonstrates how Easthampton Public Schools’ current equity, belonging, and anti-bias initiatives align with the Massachusetts DESE Draft Rubric for Antisemitism and Societal Bias Prevention. The crosswalk is intended to support transparency, shared understanding, and continuous improvement across the district.

DESE Rubric Focus Area	Rubric Expectation	Easthampton Public Schools Actions	Status/Evidence
Curriculum & Instruction	Curriculum supports understanding of bias, discrimination, historical harms, and empathy.	Implementation of MA Curriculum Frameworks: History and Social Science (HSS) & Comprehensive Health and Physical Education (CHPE) Genocide Education Grant curriculum; Dialogue Forums; Civics and justice-based learning initiatives.	Ongoing
Professional Development	Staff receive structured PD on bias, identity, and culturally responsive	Partnership with the Joy & Justice team at the Collaborative for Educational Services; bias workshops; mandated	Ongoing/Scheduled

	practices.	reporting training; book studies; civics teaching and learning grant professional development sessions, children discovering justice trainings Past: Hosted Transforming Education for Social Justice Conference (2018 & 2025)	
Student Voice & Belonging	Students experience inclusive environments that support identity and belonging.	Bridge Builders; Intergroup Dialogue; EHS Diversity Center; student participation in School Committee meetings; Student and Staff Belonging Survey administration and reflection; family survey to be administered in 2026	Ongoing
Policies & Procedures	Clear policies that prevent and address bias-based incidents.	Bullying Prevention and Intervention Plan; Code of Conduct; restorative practices; school council review and feedback on policies	Implemented/Ongoing
Reporting & Response	Accessible systems for reporting and responding to incidents.	Anonymous reporting tool; Bias Incident Response Toolkit.	Implemented/Ongoing
Data & Continuous Improvement	Use of data to identify patterns and improve equity.	Discipline disproportionality audits; curriculum equity review tools.	Annual/Ongoing
Family & Community Engagement	Meaningful engagement with families and community partners.	Community listening sessions; public PD events; advisory structures; active school councils	Ongoing

Massachusetts Special Commission on Combating Antisemitism

This crosswalk demonstrates how Easthampton Public Schools' current equity, belonging, and anti-bias initiatives align with the Massachusetts Special Commission on Combating Antisemitism. The crosswalk is intended to support transparency, shared understanding, and continuous improvement across the district.

Finding	Recommendations	Easthampton Public Schools Current Actions	Easthampton Public Schools Next Steps
<p>State Recommendation: Clear reporting processes; transparency; protections against retaliation.</p>	<p>Clear reporting processes; transparency; protections against retaliation.</p>	<p>Convening and sustaining an Equity & Belonging Committee with caregivers and community members.</p> <p>Sharing and reflecting on belonging survey data, including areas of student uncertainty about safety, fairness, and adult response to harm.</p> <p>Developing a district Bias Response Toolkit to clarify how EPS understands and responds to bias.</p>	<p>Ongoing</p> <p>Next Steps: More visible, district-wide guidance for families and students on how to raise concerns.</p> <p>Explicit, written anti-retaliation assurances.</p> <p>Clear explanation of what happens after a concern is raised.</p>
<p>Anti-Bias & Antisemitism Education</p>	<p>Ongoing, interactive anti-bias education that includes antisemitism.</p>	<p>Using committee spaces for shared sense-making, not rushing to rollout.</p> <p>Grounding conversations in local data rather than abstract examples.</p> <p>Taking a careful, design-oriented approach to adult learning.</p>	<p>Ongoing</p> <p>Next Steps: Explicit decisions about how and where antisemitism is named within broader anti-bias work.</p> <p>Clarity about who receives learning (committee members, leaders, staff, school committee) and in what sequence.</p>
<p>Trauma-Informed, Developmentally</p>	<p>Apply trauma-informed approaches; support impacted</p>	<p>Designing bias response with a developmental lens, especially for</p>	<p>Ongoing</p> <p>Next Steps: Clear connections</p>

<p>Appropriate Response</p>	<p>students.</p>	<p>elementary and middle grades.</p> <p>Emphasizing learning, repair, and safety rather than punishment.</p> <p>Reflecting on adult response patterns (tone, consistency, clarity).</p>	<p>between administration, counseling, and classroom follow-up.</p> <p>Guidance that explicitly names support pathways for students targeted by harm.</p>
<p>Communication After Incidents</p>	<p>Clear, timely communication that names antisemitism when it occurs.</p>	<p>Using committee conversations to reflect on tone, clarity, and trust in communication.</p> <p>Being intentional about avoiding reactive or vague messaging.</p>	<p>Ongoing</p> <p>Next Steps: A written communication guide or decision framework for bias incidents.</p> <p>Shared expectations for when communication is broad vs. targeted.</p> <p>Examples of language that clearly names antisemitism when relevant.</p>
<p>Jewish American Heritage Month (JAHM)</p>	<p>Intentional, equivalent recognition of JAHM.</p>	<p>Engaging in broader conversations about representation, identity, and belonging.</p> <p>Being cautious about tokenism and age-inappropriate framing.</p>	<p>Ongoing</p> <p>Next Steps: District-level guidance for developmentally appropriate JAHM recognition.</p> <p>Support for educators who feel unsure how to teach Jewish history and identity.</p>
<p>Student Voice & Belonging as Prevention</p>	<p>Prevention through connection, bystander skills, and student engagement.</p>	<p>Collecting and sharing student belonging data.</p> <p>Taking student uncertainty seriously and</p>	<p>Ongoing</p> <p>Next Steps: Student-facing explanations of how to get help and what happens after harm is</p>

		using it to guide district reflection.	reported. Structures for ongoing student input beyond surveys.
Data Use & Continuous Improvement	Track, analyze, and learn from bias data.	Using belonging survey data as a learning and reflection tool, not just a metric. Engaging caregivers and administrators in collective interpretation. Monitoring reporting in Leadership Team meetings.	Ongoing Next Steps: A simple, public narrative explaining how EPS uses data to improve safety and belonging. Longitudinal tracking to notice patterns over time.
<p>Easthampton Public Schools is currently in a design and capacity-building phase – using data, community input, and careful toolkit development to strengthen how the district prevents and responds to bias and antisemitism. Many state recommendations align with this work; the next phase will focus on making systems more visible, explicit, and consistently communicated.</p>			