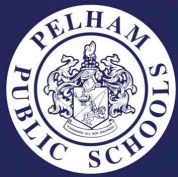


Pelham Public Schools

Cultural Competence Committee Roadmap Recommendations

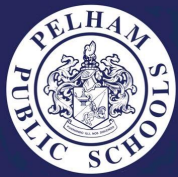
June 16, 2021



Why do this work?

NYSRSE - "Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students' lives, student learning suffers."

- Core work of public education is learning and meaningful learning is key to developing true understanding
- Historic achievement gaps and representation disparities continue to persist within our schools
- Lived experiences of students and families within our schools continue to point to issues of bias and lack of true belongingness (Focus groups, TE, Climate Surveys, Equity Leaders, etc.)
- Our students continue to advocate for change and broadening of inclusivity in language, school climate, curriculum, and discussion
- Teachers are doing an incredible job of incorporating evolving resources and training within their classrooms, yet experiences, programmatic access (e.g. AP/Honors courses) and academic outcomes are still not where we want them to be.
- "Inspiring a Standard of Excellence for All" is a goal that can only be reached when we address the needs of students equitably.



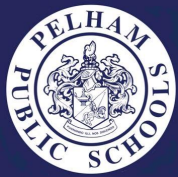
District DEI Work

2011-2014

- 2011 Superintendent Dr. Lauro formed the Diversity
- Task Force: root causes of the achievement gap across demographic groups.
- 2014 Superintendent Giarrizzo reconstituted the group (all interest groups were part of the task force)
- Final report with recommendations
- A guiding statement was created. Recommendations were included in Strategic Plan Pillar 3.
- A Diversity Oversight Committee was formed.

2016-2017

- *The Many Faces of Pelham: A District-Wide Celebration by Students and For Students of their Diversity and Uniqueness* - student work throughout the district.
- Diversity Showcase - Students from PMS and PMHS read their essays and poems, videos from elementary schools exploring differences and diversity, chorus sang songs related the theme, PMS and PMHS artwork displayed in the hallway
- ADL training for all 9-12 teachers, GlSEN training for 6-12



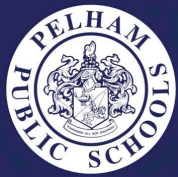
District DEI Work

2017-2018

- The focus of the committee was a speaker series - "Aspire to Inspire"
- Dr. Rae-Wynn-Grant - American Museum of Natural History.
- Maurice Ashley - International Chess Grandmaster
- Joan Trumpauer Mulholland - a Freedom Rider
- PEF funded a K-5 Diversity Book Grant

2018-2019

- District Diversity Committee - over 50 members
- Cohort 1: 41 teachers, administrators and parents trained by CampbellJones for 5 days in cultural proficiency
- 4 Subcommittees: The Curriculum Resources/Literature, Curriculum Based and Extracurricular Opportunities Across Schools , New Families/Welcome and Mentoring , Professional Development/Strategic Plan
- Welcome flier, full Kindergarten event in August, K-5 classroom library audit pilot



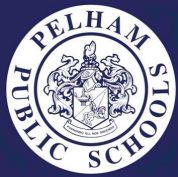
District Strategic Plan 2018–2019

Data

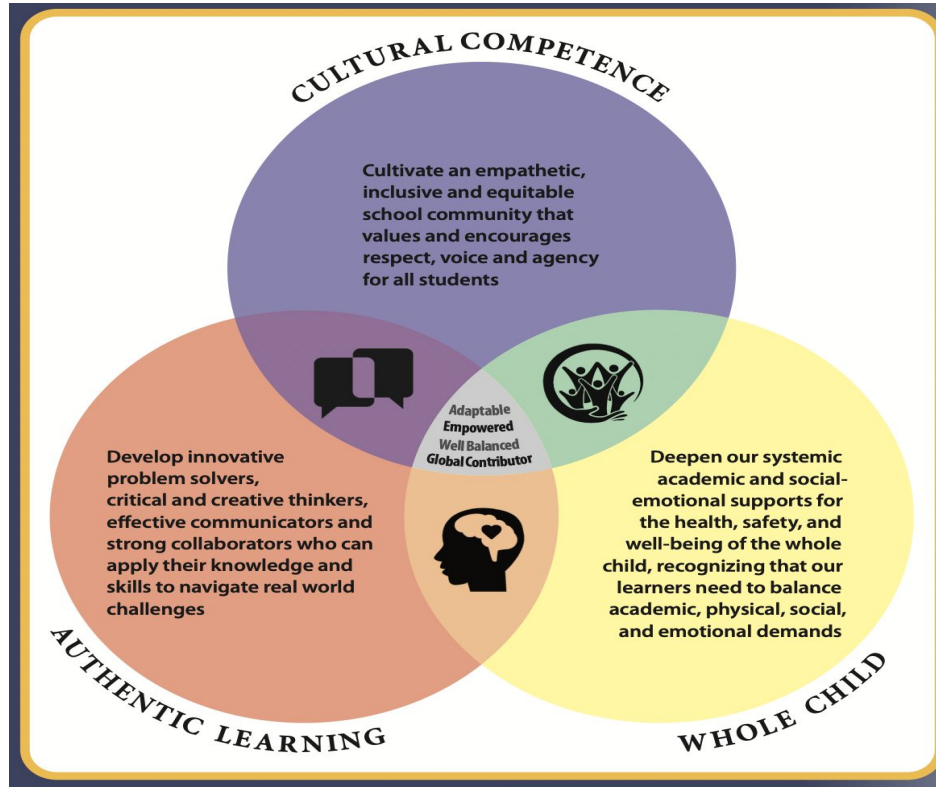
- Community forums
- Group forums with high school and middle school students
- Individual interviews with Board of Education members
- Individual interviews with district administrators and Association leaders
- Group forum for faculty
- Electronic surveys for all faculty; all parents of students; students in grades 4-12; support staff; and community members without children in the schools - Total responses: 2,970
- Analysis of disaggregated state standardized test results; AP and SAT results

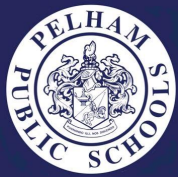
Process

- Representative core team of teachers, parents, Board members, administrators and students met for two days to review all data, distill all input and work through a facilitated process to determine what goals would matter most, have the highest leverage and the greatest impact for the students of Pelham in the next five years.
- Work groups in each identified goal area then met throughout the spring to create plans to develop action steps to operationalize the plan



Strategic Plan Goals





District Strategic Plan 2019–2024

Preamble:

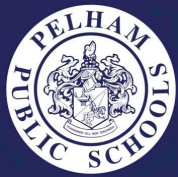
The Pelham School Community will develop empowered, adaptable, well-balanced individuals who are equipped to meaningfully contribute to our local, national and global society.

Cultural Competence Goal:

Cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all students.

Action Steps:

- Increase student voice/agency within the K-12 system
- Examine curriculum, instruction, resources, and assessments to ensure that they reflect principles, values and lessons of inclusivity and equity
- Increase partnerships with community stakeholders
- Teachers, administrators, staff and students routinely exercise awareness and understanding of culturally responsive theory and practice
- Align recruitment, hiring, and onboarding practices to build a more diverse and culturally proficient staff



District DEI Work

2019-2020

- Cultural Competence Committee and committees in all 6 schools
- Cohort 2 and Administrative team trained by Campbell Jones
- Build capacity at meetings, debrief events, student voice
- 4 Subcommittees: Curriculum and instruction, Core terms/definitions, Rubrics/Audit, Professional Development
- New Strategic Plan, definitions, Read Alouds for K-5, Facing History, Responsive Classroom, Paperclips Project, School of Character, No Place for Hate

2020-2021

- Cultural Competence Committee continues
- Administrative team trained by Campbell Jones on a monthly basis
- Foundational anti-bias training for all staff, and ongoing coaching
- Facing History and Ourselves ongoing PD and coaching
- Curricular and resource work
- Student equity leader work at the MS and HS
- Equity audit conducted and unpacked by administration and CCC



Board of Regents Call to Action 2021

4/12/21 - Draft framework and call to action for all schools in New York State to **develop policies that advance diversity, equity and inclusion as a priority in their schools.**

Adopt and implement policies that take a comprehensive approach:

- **Governance**
- **Teaching and Learning**
- **Family and Community Engagement**
- **Workforce Diversity**
- **Diverse Schools and Learning Opportunities**
- **Student Supports, Discipline and Wellness.**

NYSED Understands **Culture** as “the **multiple components of one’s identity, including but not limited to: race, economic background, gender, language, sexual orientation, nationality, religion, and ability.** Culture far transcends practices such as cuisines, art, music, and celebrations to also include ways of thinking, values, and forms of expression. These ways and forms are in constant flux, renegotiation, and evolution. Schools then become a meeting point for cultures, containing children and adults who bring with them multiple facets of their identity, along with unique experiences and perspectives.



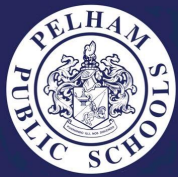
Board of Regents Call to Action 2021

[NYSED Culturally Responsive Education Resources](#)

“Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students’ lives, student learning suffers.”

“Students from different cultures possess vibrant realities and rich reservoirs of knowledge. By making all cultures matter, our students’ cultures can be positioned as strengths and as the foundation of empowering, rigorous, and innovative learning.”

“The Culturally Responsive-Sustaining (CR-S) framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster **positive academic outcomes**; develop students’ abilities to **connect across lines of difference**; elevate historically marginalized **voices**; **empower students** as agents of social change; and contribute to individual **student engagement, learning, growth, and achievement** through the **cultivation of critical thinking.**”



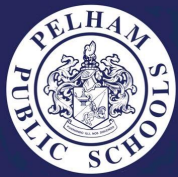
Thoughtexchange Top Themes

Based on **Number** of Thoughts:

- Academic Recovery/Focus
- Mental Health/SEL
- **Cultural Competence/DEI**
- **Belongingness/Reconnection**
- Return of Specials/Enrichment
- Class Size/Staffing

Based on **Agreement** on Thoughts:

- Class Size/Staffing
- **Belongingness/Reconnection**
- Mental Health/SEL
- **Cultural Competence/DEI**
- Technology/Innovation
- Return of Specials/Enrichment



CCC Subcommittee Members

Equity Policy & Hiring Practices

Bethany Antonelli (Chair), Dr. Steve Garcia, Eileen Miller, Peter Romaniuk, Cynthia Jenkins

Curriculum & Professional Learning

Sean Llewellyn (Chair), Trisha Fitzgerald, Dr. Maria Thompson, Christina Camacho, Sara Pinsker, Kathy Lieggi, Adriene Flynn, Lori Amer, Shakira Kennedy, Jeff Ginsburg, Sophia Leung, Nadine Leesang

Data

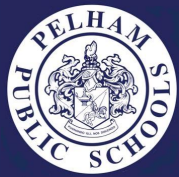
Mark Berkowitz (Chair), Jeannie Crowley, Erin Larkin-Maguire, Michele O'Neill, Andrea Pellicane, Debra Stern

Student Equity Leader Empowerment

Lynn M. Sabia (Chair), Maria Abeshouse, Anderson Brady, Katelin Cuccia, Devon Fallon, Liam Ginsburg, Maria Ines, Tricia Joseph, Christina Levi, Mary Preston, Michael Katz, Noreen Pucci

Community & Family Engagement

Farid Johnson (Chair), Annemarie Garcia, Lauren Dehler, Kristin Quintano, Scott Brown, Alex Wolff



Equity Policy

Charge: *Pelham UFSD's Diversity, Equity and Inclusion Policy will help strengthen our strategic goals and underscore our commitment to cultivating an empathetic, inclusive and equitable school community*

Overview of process:

- Convened sub-committee of CCC members to focus on drafting an equity policy and strengthening hiring practices
- Reviewed relevant equity policies from peer districts and emerging professional standards in the area, including NYS Board of Regents Diversity, Equity, and Inclusion call to action
- Developed and circulated a draft Equity Policy for PUFSD that has now been reviewed by the Policy Committee and brought forward to the full BOE for approval

Long-Term Recommendations (3-5 years):

- Oversee the implementation of the Equity Policy
- Monitor and report on the implementation of the Equity Policy to ensure it meets the needs of our school community
- Review relevant existing policies from the perspective of the Equity Policy



Hiring Practices

Short-Term Recommendations (1-2 years):

- Expand searches beyond OLAS to broaden candidate pool, such as NEMNET Minority Recruitment, The HBCU Career Center, and Hunter College Career Development Services
- Participate in regional diverse candidate recruitment fairs, such as the *Lower Hudson Regional Association for School Personnel Administrators*
- Engage in leadership professional development in culturally proficient candidate review, interview questioning, and recruitment practices, such as *Creating Diverse and Inclusive School Communities: A Focus on Millennial Educators of Color*, *Diversity Faculty Recruitment Training: Overcoming Obstacles to Recruiting Faculty of Color*
- Diversify hiring committee representation with stakeholders (family, students, staff) and community members
- Require bias training for hiring participants to mitigate bias and promote equity in candidate review



Hiring Practices

Long-Term Recommendations (3-5 years):

- Promote a commitment to hiring highly effective educators who reflect the diversity of our school community
- Host a district-wide diverse candidate recruitment fair personalized to Pelham Public Schools (Winter/Spring 2022)
- Expand professional learning for school leaders in diverse hiring practices
- Initiate a practice of collecting feedback from recent hires on their experiences with the process and onboarding in the district
- Explore ways to foster a professional environment attractive to an array of candidates



Data Analysis

Charge: *The Data Analysis Subcommittee recommends the continued use of K-12 systems for collecting and analyzing **quantitative and qualitative data** aligned to the Strategic Plan. In addition, we recommend deliberate disaggregated data analysis to track student progress and support the instructional shifts necessary for meeting the needs of all learners.*

Short-Term Recommendations (1-2 years):

- Unify strategic planning to support coherent implementation of District goals across each school.
- Unify approach to academic progress monitoring across K-12
- Unify district and school approach to measuring school climate and culture

Long-Term Recommendations (3-5 years):

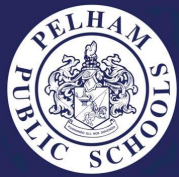
- Enhance the district's capacity to collect and analyze data to inform professional practice



Curriculum & Professional Learning

Charge: *The focus of this subcommittee was to review curriculum audit tools and frameworks and select an appropriate tool to analyze Pelham K-12 curriculum in stages, by grade level and content area, as well as recommend a professional learning trajectory for all faculty to deepen skills around Culturally Responsive Sustaining Education (CR-SE) practices. This work will be conducted in alignment with our District's 2019-24 Strategic Plan and the New York State Education Department's Diversity, Equity and Inclusion Initiative.*

Guiding our work was our stated commitment to affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change (NYS Ed CR-SE Framework).



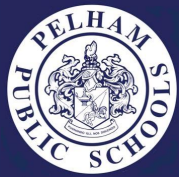
Curriculum & Professional Learning

Short-Term Recommendations (1-2 years):

- Development of curriculum review rubric
- Internal review of K-5 and secondary curriculum across all subjects
- Continued assessment of classroom and library texts/ recommendations for acquisitions
- Professional Learning Communities (PLCs)
- Continued training with CampbellJones
- Design and Implement a Director of Diversity, Equity, Inclusion and Wellness position

Long-Term Recommendations (3-5 years):

- Continued development of curricula and review of texts
- Continued professional development, including supporting teachers in navigating difficult classroom conversations
- Research and identification of vendors to support professional learning
- Champions of Equity and Excellence program



Community & Family Engagement

Charge: *The Charge of the Community and Family Engagement Subcommittee was to develop ways in which the District can partner and engage with the community to further the goal of Cultural Competence, promote equity for all, including BIPOC students, students with dis/abilities, students who identify as LGBTQIA+ and other traditionally marginalized groups.*

Short-Term Recommendations (1-2 years):

- Share a summary of the work done by the CCC during the 2020-2021 school year with the community and an update on next steps.
- Utilize accessible communication about events and the ongoing work of the CCC
- Hold an event(s) to discuss how the NYS Board of Regents Diversity, Equity, and Inclusion call to action relates to the work of the CCC
- Collaborate with SE/PTAs, school-based and district-wide committees, and Pelham Together on planned events and community programming
- Implement a list of Diversity and Inclusion questions to assess programming to ensure it is inclusive, and uplifts student and family voices
- Develop a CCC communications plan and schedule. Decide what will be communicated to the community, where/how it will be communicated, and how often.



Community & Family Engagement

Long-Term Recommendations (3-5 years):

- Develop a new area of the district website to provide CCC-related content: updates on the work of the CCC, educational resources, links to partner organizations, and information on how to get involved
- Engage the community through ongoing forums to solicit feedback and answer questions
- Partner with the student equity leaders and Pelham United to share students' experiences and have their voices be heard. Work with Pelham United to see if there are ways for students to share their thoughts possibly on their website - in article / essay form or through more artistic outlets such as short stories / poems / visual art
- Have all schools hold regularly scheduled interest group meetings giving caregivers and students an opportunity to connect with the building principal in a safe and welcoming environment
- Collaborate with community groups to plan a series of educational and fun programming for families



Student Equity Leader Empowerment

Charge: *The focus of this sub-committee is to recommend ways to leverage the brilliance of student equity leaders by providing them with the opportunity to share their ideas for promoting cultural competence and equity with the community, staff, and their peers.*

Mission statement: To empower all students to have an equal and equitable voice for positive change that embraces true integration, involving students from all socioeconomic backgrounds, cultural and ethnic identities, and gender identities. When all students see themselves in the curriculum and have a space to discuss their authentic selves without feeling judged, everyone benefits.



Student Equity Leader Empowerment

Short-Term Recommendations (1-2 years):

- Fifth grade integration
- A.C.E. Club (PMS)
- Expand the Student Ambassador Program (PMS)
- Continue work with Rosalind Wiseman/ Cultures of Dignity
- G.S.A. (PMS/PMHS)
- Black Empowerment Club (PMHS)
- Equity Leader work to to improve school experience of current and new BIPOC students (PMHS)
- Mentoring programs (across levels)

Long-Term Recommendations (3-5 years):

- Climate Surveys
- Assemblies
- Course enrollment



Student Equity Leader Empowerment

Next Steps:

- Board Presentation and Discussion/Direction
- Board and Administrative goal setting for 2021-2022 School Year
- Implementation of short-term recommendations
- Monitoring and reporting on implementation efforts to the CCC and Board



Pelham Public Schools

Questions?