

Hamden Public Schools Equity Work 2022-23



Meeting Objectives

- Overview of work from 2019- present
- District diversity statement and guiding principles
- Review and summary of primary activities
 - District equity steering committee
 - School- based equity teams
 - District-wide professional development
 - Integrated data systems
 - DESSA
 - Climate Surveys
 - SWIS

2019-2020

Created the three Guiding Principles

Created the District Diversity Statement

Created glossary of key terms and common definitions

2020-2021

Professional Learning:

Fostering Resilient Learners-

Introduction to Equity

Understanding Cultural Identity and Bias

Understanding Privilege, Confronting Inequities and Moving Forward

Equitable Technology Integration to reach all learners in hybrid/ remote environment

2021-2022

Director participation in bi monthly book club, *How to be an Anti-Racist*, by Ibram X. Kendi

Establishment of school based equity teams, inclusive of the use of *Coaching for Equity*, by Elena Aguilar

Building leaders participation in *Transformational Coaching for Equity*

Administrative Council participation in retreat with Dr. Tamika La Salle-Finley and continued work with Todd White
Development of LGBTQ+ task force

Continuation of discussions with HDAC



HAMDEN PUBLIC SCHOOLS

Diversity Statement

We intend to show our Hamden P.R.I.D.E. to showcase and honor the diverse backgrounds and perspectives of all students and staff.



Persistence

We intend to be persistent: confident, adaptable and driven to present and receive materials and activities that are respectful of the diversity in our community inclusive of gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture.



Responsibility

We intend to model responsible language, sharing and dialogue; to lead with a strong moral compass, and be accountable, contributing members of the community. We intend to be fearless, intentional and responsive to issues, within our community and the larger society.



Inquiry

We intend to inquire; to connect, wonder, investigate, construct and express; to appreciate and encourage suggestions.



Diversity

We are diverse and believe that our strength lies in our diversity. By acknowledging and appreciating ourselves and the world around us, we reaffirm that belief.



Empathy

We are empathetic. We intend to identify and understand the perspectives, experiences, and motivations of others. We intend to be kind and open minded.

Hamden P.R.I.D.E.

Guiding Principle 1: Diversity & Inclusivity

Reaffirm the district's commitment to diversity and inclusivity by acknowledging implicit biases and privilege, actively dismantling systemic racism and equitably allocating resources to remediate inequities.

Action Steps:

- Allocation of resources to support equity work
- Evaluate policies
- Set up system/protocol for evaluating curricular texts and resources (in terms of DEAI)
- Reallocation of financial resources
- Develop community partnerships

Guiding Principle 2: Common Language

Be intentional and purposeful by providing clarity of direction and defining key terms to build common understanding/language.

Action Steps:

- Utilize key terms, ensuring common language, messaging and goal alignment across schools/grade levels
- Develop district diversity statement
- Develop/ use survey data (students, families, staff) to progress monitor and set goals (school and district)

Guiding Principle 3: Inclusivity & Equity

Build awareness of key elements of an inclusive classroom/school/district as well as the role and responsibility of all staff to set the tone for a safe respectful culture.

Action Steps:

- Through PBIS and restorative justice practices, create shared responsibility and classroom norms for adults and students
- Ensure representation from all and access to opportunities
- Develop school and classroom diversity statements as part of a long term plan
- Provide mandatory professional learning and development specific to issues of equity
- Incorporate Social Justice standards into current curriculum and teacher practice per CCT

District Equity Steering Committee/ District Equity Group

- Bi-weekly meetings with steering committee (asst. Superintendents, secondary principal representation, elementary principal representation)
- Once- monthly district equity group (steering committee + area directors)
- Provide district oversight over topics related to equity (e.g., professional development, learning, data systems, school based supports)
- Identify and develop professional development content for district-wide professional development
- District-wide data review and decision making
- Resource allocation

School- Based Equity Teams

The goal of the school- based equity teams is to build internal capacity to address topics related to equity and develop and implement equity centered structures at the district and school levels. School based equity teams meet monthly with Dr. La Salle- Finley to set goals for district-wide professional development. Review and prepare content and review school based data.

School- Based Professional Development Topics:

- Topics covered 2022-2023:
 - August 2022: Equity Overview. Defining critical terms and goals for the year
 - November 2022: Establishing & Maintaining Equitable Practices: School Climate and Culturally Responsive Communication
 - February 2023: Microaggressions
 - March 2023: Reviewing School Climate Data: Identifying Strengths, Areas of Growth and Next Steps
 - April 2023: Overview of Personnel School Climate Data

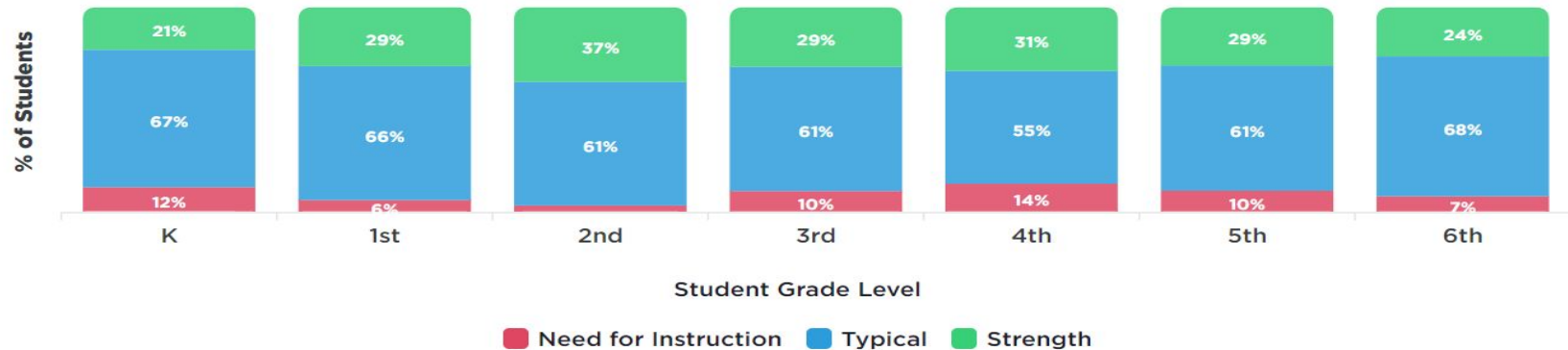
Integrated Data Systems

Data currently being collected to inform school and teacher decisions regarding School Climate and Students' Socio-emotional well-being ; This data is also used to monitor school's implementation of Positive Behavior Intervention and Support (PBIS) and Social-Emotional Curriculum (SEL)

- **Devereux Student Strengths Assessment (DESSA)** - provides an SEL screening tool
- **Georgia School Climate Survey Suite** - provides perception data from students, parents and staff regarding overall school climate
- **School-Wide Information System (SWIS)** - provides student and classroom behavioral information

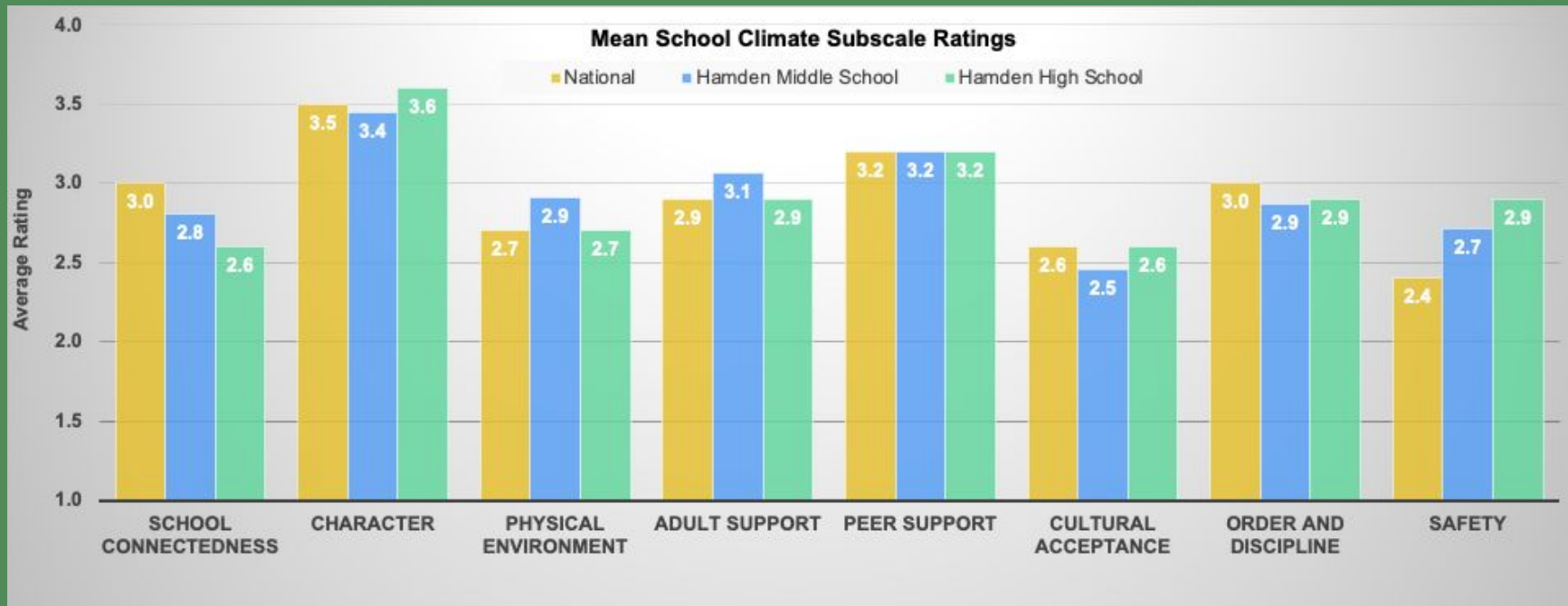
Devereux Student Strengths Assessment (DESSA)

- The DESSA is a nationally standardized, strength-based behavior rating scale that assesses
- students' social and emotional competence.
- The DESSA serves as a universal screen of eight key social and emotional competencies aligned to the CASEL framework.
- School-based climate teams use DESSA scores to identify each child's specific strengths and opportunities for growth in each of the eight social and emotional competency domains and then connect to school climate curricula to promote those competencies.



School Climate Survey Suite (Student, Personnel, Family)

Nationally standardized
Grades 3-12; personnel, families
Administered 2x annually



School Wide Information System(SWIS)

SWIS Dashboard

Average Referrals Per Day Per Month

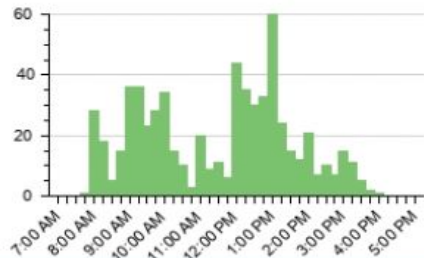


User, Demo, you have 1 referrals requiring your attention. Click to be taken to your referral management workspace.

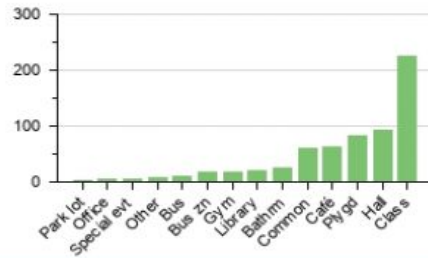
Latest Referrals

| When | Where | What |
|-------------------|--------|-----------|
| 5/9/23, 9:15 AM | Class | Harass |
| 5/8/23, 9:30 AM | Bathrm | Tardy |
| 5/8/23, 8:15 AM | Bus zn | Prop dam |
| 5/5/23, 1:00 PM | Hall | Tardy |
| 5/4/23, 11:15 AM | Common | Defiance |
| 5/3/23, 11:00 AM | Gym | Harass |
| 5/3/23, 9:15 AM | Common | Inapp Lan |
| 5/1/23, 9:15 AM | Common | Inapp Lan |
| 4/29/23, 10:00 AM | Plygd | Defiance |
| 4/28/23, 2:30 PM | Hall | PAGg |
| 4/27/23, 12:30 PM | Class | Inapp Lan |

Referrals By Time



Referrals By Location



Referrals By Day Of Week

Referrals By Behavior

Data Integrity Summary

| Category | Problems Detected |
|-------------------|-------------------|
| School Enrollment | 7 |
| Referral | 1 |

Next Steps

- Integrated data systems
 - District- continue to establish systems to support the implementation and integration of SWIS, DESSA & School Climate data for the purpose of:
 - Identifying district and school-wide trends to support universal (Tier 1) social, emotional and behavioral prevention and intervention initiatives
 - Disaggregate data to inform differentiated experiences and needs among students based on demographic and/or cultural identifiers (e.g., students with disabilities, racially and ethnically minoritized students, LGBTQ+ youth, emergent language learners)
 - Action steps:
 - Scale up SWIS data collection to all schools
 - Scale up DESSA data collection including the middle and high school (self-report)
 - Examine multi-year school climate data across student cohorts
 - Develop a plan to disseminate and share school climate data with families, personnel and students

Next Steps

- School- based equity teams
 - Continue to build internal capacity to deliver a professional development across the district
 - District directors integrated into school-based professional development
 - Support localized school needs based on data (e.g., preferred adult surveys to build connectedness, equity topics targeted based on school challenges, trends or populations)
 - Establish a structure to be able to engage in topics related to equity at the school level.
- Action Steps:
 - School will deliver a minimum of 4 school- based professional developments focused on topics related to equity
 - Schools will examine primary data sources (school climate, SWIS, DESSA) and set goals to address schoolwide and targeted supports - and bolster areas of strength