



DEI Leadership Council

Tuesday, May 17, 2022

Meeting #4

Agenda



1. Review of 2021-2022 Goals
2. Sharing Building- & District-Based Implementation
3. Overview of the Mid-Atlantic Equity Audit (Internal) & Additional DEEI-Related Stakeholder Questions (Students, Staff, Community)
4. Goal Planning for 2022-2023



Agreements

Agreements

- Seek first to understand and then to be understood (vulnerability-based trust)
- Stay engaged
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
- We are listening but are not ready to provide answers



Pine-Richland Common Language and Understanding

Diversity - All the ways in which people differ

Educational Equity - Fair treatment, access, and mitigation or elimination of barriers for all individuals [Note: Equity at Pine-Richland School District does not mean a guarantee of equal outcomes.]

Inclusion - Engaging and respecting individuals in all groups so everyone can participate, feel welcomed, and valued



2021-2022 Goals

- Continuously **improve climate and culture** within each school through DEI, RAMS Way, Relationships, DEI Building Teams, etc.
- Update and approve **Policy 832 - Educational Equity**
- Create and administer a **PRSD Equity Audit (Developing this year - consider focus groups for students in year 1)**
- Disaggregate and analyze data regarding the **culture of DEI** in our schools via the **annual survey**
- Ensure staff have a command of the key **common language terms**
- Expand **IDPR Recommendations & Implementation**
- **Extend DEI Leadership Council** into the 2021-2022 school year and confirm participation of members
- Deepen and expand **partnerships with external people/organizations**
- Share real-time examples (stories) of **improved experiences** as a result of this work.

Building-Based Teams in Action

Pine-Richland High School:

Student Activities Collaboration:

GSA ~ BSU ~ Peer 2 Peer

BSU ~ NHS

GSA ~ BSU



Learning Pronouns

Presented by the Pine-Richland High School Gay-Straight Alliance





Building-Based Teams in Action

Pine-Richland Middle School: Pioneers of Progress and Chain Reaction of Kindness

Pioneers of Progress

Michael Sam

As Michael Sam, a defensive lineman, began to speak, he balled up a piece of paper in his hands. "I'm gay," he said. With that, Mr. Sam set himself on a path to become the first out player in the NFL.

As the pace of the gay rights movement has accelerated in recent years, the sports industry has changed relatively little for men, with no publicly gay athletes in the N.F.L., the N.B.A., the N.H.L. or M.L.B. Michael Sam thought that after this announcement, his chance to be drafted would sink. He was wrong, as he got drafted by the LA Rams in 2014. He retired before playing any NFL games due to mental health concerns and the backlash he got for coming out.

Chain Reaction of Kindness

Sadie Tanner Mossell Alexander
(Presented by the BSU)

Sarah Tanner Mossell Alexander was born on January 2, 1898 in Philadelphia, Pennsylvania. She attended the University of Pennsylvania where she graduated with a B.S. in education. Alexander later became:

- the first black woman to receive a PhD in economics in the United States.
- the first black woman student to graduate with a law degree from Penn Law School.
- the first black woman to practice law in Pennsylvania.

Alexander's work and views are recorded in speeches kept in the Penn archives. The University of Pennsylvania Partnership School ("Penn Alexander") in West Philly is named after her.

5/2

Jane Bolin
(Presented by the BSU)

Jane Bolin was a superb student who graduated from Poughkeepsie High School in her mid-teens. She went on to attend Wellesley College and graduate as one of the top students of her class. Although the odds were against her, through hard work and perseverance Jane Bolin is:

- the first African-American female to graduate from Yale Law School, earning her J.D. in 1931.
- the first African-American female to serve as assistant corporate counsel for New York City.
- the first African-American female judge in the United States.

She devoted her career to fighting for children's rights, taking cases related to juvenile delinquency, child abuse and segregation, wives and children who were in dire need of assistance, adoptions, and child welfare.

The RAMS Way ...

- R RESPECTFUL** We can show kindness toward others by respecting differences.
- A ACCOUNTABLE** We are accountable for our words and actions toward others.
- M MOTIVATED** We are motivated to make others feel welcomed and valued.
- S SAFE** We will make PRRS a safe environment for everyone.



Building-Based Learning Action



Dorothy Height
 by: Maime Hubert

USA FIRST-CLASS FOREVER

Character Traits:
 1. intelligent
 2. kindhearted
 3. grateful

Challenges She Faced:
 She felt that since she was black she couldn't accomplish her hopes and dreams

Interesting Facts:
 In high school Dorothy began activism, participating
 She was an educator in high school
 She was raised in Rankin VA.

Accomplishments:
 She won many awards and wrote a book She won 40 awards.
 She established the Women's Center

Death: 4/28/2016
Remembered Forever

Kadir Nelson
 by: Ella Mero

USA FIRST-CLASS FOREVER

Character Traits:
 He is artistic and thoughtful with his art

Challenges He Faced:
 Kadir Nelson struggled for peace and justice in Africa

Interesting Facts:
 Here are three interesting facts
 1. He spoke to many on African American culture
 2. He is an author and illustrator
 3. He drew the art for the film Amistad

Accomplishments:
 Nelson received 2012 Coretta Scott King award for writing and illustrating Heart of Soul. And he won 4 more than NAACP award, 7 Caldecott Medals, and the Sibert medal!

Death:
Remembered Forever

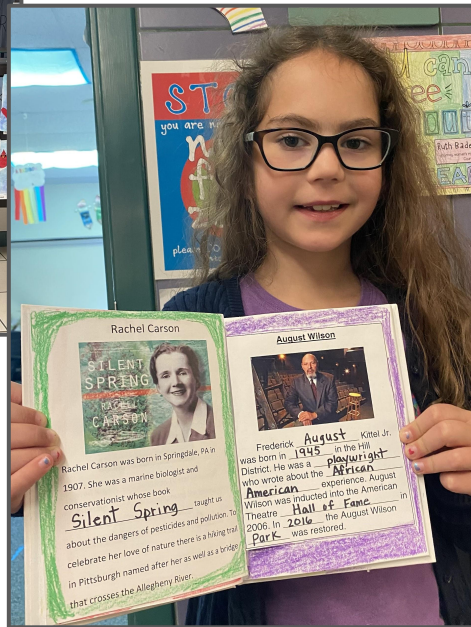


Building-Based Teams in Action

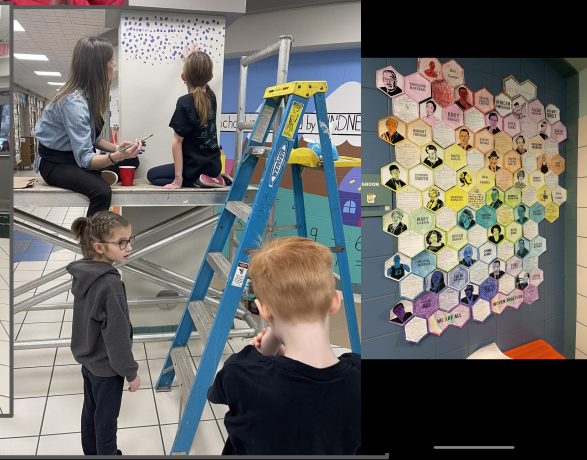




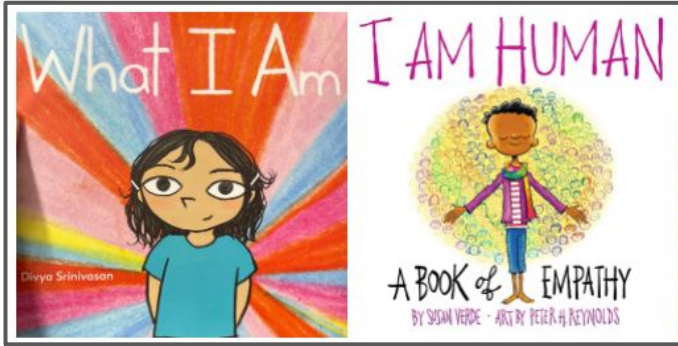
Building-Based Teams in Action




<p>Rachel Carson</p> <p>SILENT SPRING by Rachel Carson</p> <p>Rachel Carson was born in Springdale, PA in 1907. She was a marine biologist and conservationist whose book Silent Spring taught about the dangers of pesticides and pollution. In celebration her love of nature there is a living trail in Pittsburgh named after her as well as a bridge that crosses the Allegheny River.</p>	<p>August Wilson</p> <p>Frederick August Kittel Jr. was born in 1945 in the Hill District. He was a playwright who wrote about the African American experience. August Wilson was inducted into the American Theatre Hall of Fame in 2008. In 2016 the August Wilson Park was restored.</p>
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Building-Based Teams in Action



Writing Workshop 

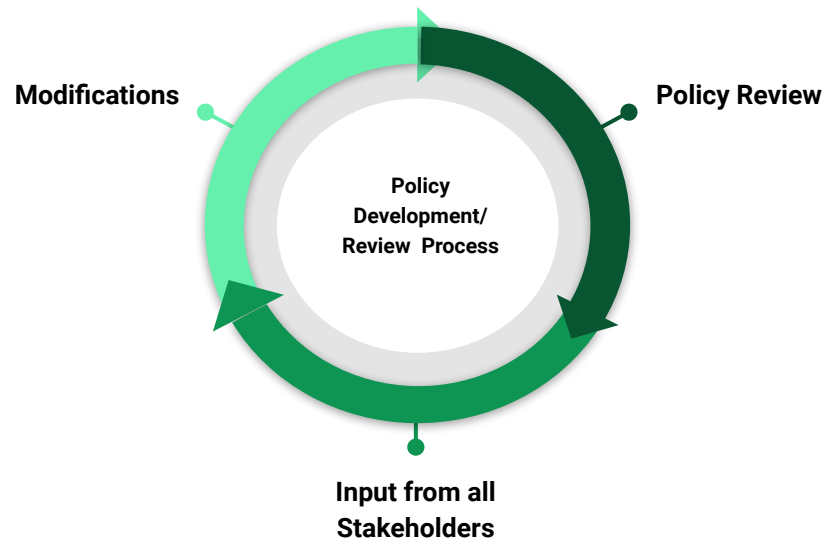
Second Grade is going to write some poetry about ourselves called, "I Am From" poems. We will display them in the school!

Policy 832 - Educational Equity



Timeline

- 2020-2021
 - Initial board and community input
- September 2021
 - Core and expanded team discussions (9/15/2021)
 - DEI Leadership Council input (9/29/2021)
- October 2021
 - Joint governance meeting discussion/input (10/4/2021)
 - Board agenda informational item (10/4/2021)
 - First read of Policy 832 (10/18/2021)
- November 2021
 - Second read of Policy 832 (11/15/2021)
- March 14, 2022 (Joint Gov. Meeting)
 - DEI Discussion - Next Steps
- April 4, 2022 (Joint Gov. Meeting)
 - DEI Discussion/Policy 832 - Next Steps
- April 18, 2022 (Board Meeting)
 - Policy 832 - Next Steps
- May 2, 2022 (Board Meeting)
 - Policy 832 - First Read (Did not Pass)





Internal MAEC Audit Update

- **Third party** resource
- Recommended by **PA Department of Education**
- Three (3) Questionnaires:
 - **Criteria for Equitable Schools**
 - Group A (50 questions)
 - Group B (51 questions)
 - **Criteria for Equitable Classrooms**
 - Group C (36 questions)
 - **Teacher Behaviors that Encourage Student Persistence**
 - (59 questions)

Questionnaires	Criteria	Groups Needed
Criteria for an Equitable School	School Policy (14)	Board, District Admin, Principals, Teachers, Paras, Coaches Group A
	Assessing Community Needs (11)	
	School Organization/Administration (14)	
	School Climate/Environment (11)	
	Staff (12)	Board, District Admin, Human Resources, Principals, Counselors, Teachers, Paras Group B
	Assessment/Placement (7)	
Professional Learning (16)		
Criteria for an Equitable Classroom	Standards and Curriculum Development (16)	Board, District Admin, Teachers, Student Services, Counselors, Paras Group C
	Academic Placement/Tracking and Grouping (8)	
	Student Leadership and Recognition (6)	
	Classroom Environment (10)	
Teacher Behaviors	Instructional Strategies (12)	PRSD Teachers Completed by PRSD Teachers (Voluntary)
	Instructional Strategies (23)	
	Curriculum Strategies (12)	
	Classroom Management Techniques (9)	
	Interpersonal Practice (8)	
Teacher Behaviors That Encourage Student Persistence (7)		

New DEI Questions for Annual Survey

Diversity - All the ways in which people differ

Parent: My child's school welcomes diversity.

Student: My school welcomes diversity.

Staff: My school welcomes diversity.

2021 Questions are in
Blue

- **Parent:** There is a clear effort on the part of the school to understand and support students in all the ways that they differ - such as race and gender.
- **Student:** The school sends a clear message that students should use kind and respectful words when talking or writing about race, gender, intelligence, family wealth, etc.
- **Staff:** Employees in our district value others whose backgrounds, beliefs and experiences are different from their own.

New DEI Questions for Annual Survey



Educational Equity - fair treatment, access and mitigation or elimination of barriers for all individuals

Parent: Students in my school receive what they need even if it is different than others in order to participate and learn.

Student: Students in my school receive what they need even if it is different than others in order to participate and learn.

Staff: Employees in my school receive what they need even if it is different than others in order to teach and serve students.

- **Parent:** The school finds ways to mitigate or remove barriers/obstacles that interfere with opportunities for my child to achieve and grow.
- **Student:** Students are treated fairly at my school.
- **Staff:** Employees are treated fairly in our district.

2021 Questions are in
Blue

New DEI Questions for Annual Survey

Inclusion - Engaging and respecting individuals in all groups
so everyone can participate, feel welcomed, and valued

Parent: My child feels included and welcomed at school

Student: I feel included and welcomed at school.

Staff: I feel included and welcomed at work.

2021 Questions are in
Blue

- **Parent:** I believe my input and voice is both heard and valued as a member of the school community.
- **Student:** I believe the adults in my school - such as teachers and principals - both hear and value what I have to say.
- **Staff:** I believe my input and voice are both heard and valued as a member of the school community.

Add one open-ended at the end of the DEI section of the survey:

Please add anything that you would like to share related to diversity, equity, and inclusion at Pine-Richland.



Example of In-Depth Program Review Implementation

Phase 1

Inventory & Audit
Current Resources

Update provided on
February 7, 2022

Phase 2

Review New Text for
Consideration

May 2, 2022

Phase 3

Communicate New
Recommendations,
Gather Feedback

Updates will be
provided next school
year



Allegheny Intermediate Unit - Superintendents' DEI Subcommittee and DEI Regional Task Force

Connecting with external people/organizations

The **Office of Diversity, Equity and Inclusion at the AIU** is forming a DEI Role-A-Like Taskforce to support the future DEI efforts and initiatives throughout the region. Similar to other Role-A-Like groups, this taskforce will comprise of **members from school districts and various areas across the AIU who are tasked with leading these efforts and initiatives**. Formally, we will call this group the “DEI Regional Taskforce.”

Race/Ethnicity Subcommittee: Thursday, May 19, 2022- 1:00pm to 2:00pm

Disabilities Subcommittee: Friday, May 20, 2022- Noon- 1:00pm

LGBTQ+ / Gender Identity Subcommittee: Friday, May 20th 1:00pm- 2:00pm

Planning for 2022-23

Brainstorm actions for 2022-2023 school year to help us set direction.

- Maintain DEEI Leadership Council
- Continue Building-Based Team Implementation
- Maintain ARC Partnerships
- Analyze Stakeholder Survey Results and Audit to Determine Next Steps
- Continue IDPR Implementation
- Engage with Regional Workgroups

