



DEI Leadership Council

Thursday, February 24, 2022

Meeting #3



Agenda

1. Sharing Building- & District-Based Implementation
2. Deepening Understanding of What Diversity, Equity, and Inclusion Mean for **Pine-Richland**
3. Implement the Mid-Atlantic Equity Audit (Internal) & Develop Additional DEI-Related Questions for Our Annual Stakeholder Audit (Students, Staff, Community)
4. Establish Next Steps for Discussing Policy 832





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





Building-Based Teams in Action

Pine-Richland High School Peer Buddies organization are working on an inclusion project. The students are creating puppets for a live reading they are planning for elementary students under the direction of teacher Michelle Dittmer. The goal is to read stories and include puppetry. **The stories that the students picked are ones that focus on inclusion, diversity and celebrating differences.** The students hope the stories share more about black history month along with different cultures, and even differences in abilities. The students will then present the stories with students at **Hance, Richland, and Wexford Elementary schools** via live or video streams.

At the high school, the **PRHS Black Student Union** worked on a bulletin board that reminds folks that highlighting black leaders should be year-round.





Building-Based Teams in Action

The high school is featuring **holidays from around the world**, including Diwali, the Chinese New Year, and Kwanza just to name a few.

The **PRHS Gay-Straight Alliance (GSA)** are lifting up their peers through art. Student officers in the GSA created artwork to create awareness for their peers, letting them know they are not alone. They took time to decorate the hallways at the high school near the grand staircase.

Eden Hall Upper Elementary School and Pine-Richland Middle School are featuring black leaders via bulletin boards along the hallways and school announcements.





In-Depth Program Review Recommendation

Recommendation #7: Resources; Interest and Ownership; Relevance and Application

- Review K-12 texts to develop a text list that delineates the grade level at which each text will be used based on preset criteria (e.g., instructional value, time-periods, student interest, cultural relevance/diversity, etc.). **Clarify core and protected texts by grade-level and department.**
- Research and **select a range of novels that are current and diverse, providing opportunities for choices for students.** Include a variety of methods for accessing the book or novel (online, paperback) to expose students to different ways of interacting with text.

2019-2020 Study Phase
2020+ - Implementation Phase



Evaluation Process Development

Phase 1

Inventory & Audit
Current Resources

Focus on
February 7, 2022

Phase 2

Review New Text for
Consideration

Updates will be
provided later in the
school year

Phase 3

Communicate New
Recommendations,
Gather Feedback

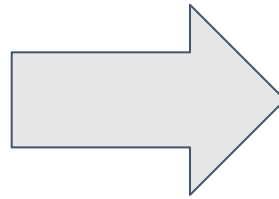
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Phase 1 - Inventory and Audit Current Resources

Step 1: ELA teachers meet in grade level teams to inventory the core texts that they teach.

****Core text**: a text that all grade level teachers have read consistently over the course of several years



Step 2: Librarians/ ELA teachers conduct a core text audit reviewing the following:

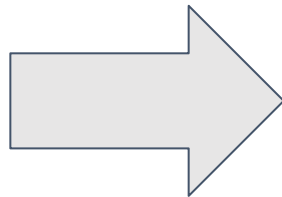
- Author information
- Character description
- Context (representation of characters and setting)
- Perspectives (point of view)
- Genre



Phase 1 - Inventory and Audit Current Resources

Step 3: ELA teachers then add the **instructional value**** of each current core text to the report.

***Instructional value:* The standards and valuable learning activities taught with the text (alignment with learning goals).



Step 4: Recommendations for resource updates are based on the following criteria:

- Lacks instructional value
- Not challenging enough for the grade level in which it is taught
- Contains outdated material
- Lacks diversity of skill development, genres, character types, themes, perspectives, etc.

Common Language Assessment

Pine-Richland Common Language and Understanding

Diversity

Equity

Inclusion



Common Language Assessment

Pine-Richland Common Language and Understanding

Diversity - All the ways in which people differ

Equity - Fair treatment, access, and elimination of barriers

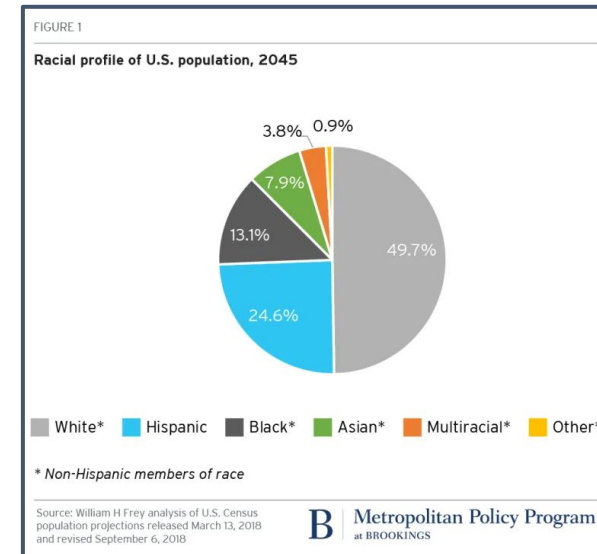
Inclusion - Engaging and respecting individuals in all groups so everyone can participate, feel welcomed, and valued



Podcast Brainstorming

- Podcast
 - Introduction, Why
 - Common Language
 - Examples

If you were introducing the DEI initiative at PRSD to someone - how would you do it?





Equity Audit (Mid-Atlantic Equity Consortium)

Equity Audit Trialed During the 2020-2021 School Year

PRSD Expanded Team

Color Code
(Green=Strong)
(Yellow=Average)
(Red=Weak)

School Policy (Pasquinelli) #1	School Organization/ Administration (Glickman, Minsinger) #2	School Climate (Paczan, Straub) #3	Staff (Simmons, J. Miller, Glickman) #4	Assessment/Placement (Hustwit, Godino) #5	Professional Learning (Sloan, Rose) #6	Standards and Curriculum (Justus) #7
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DEI Leadership Council

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Findings comparison between PRSD Core/Expanded Team and the DEI Leadership Council



Current DEI Questions for Annual Survey

Diversity

- Parent: My child's school welcomes diversity.
- Student: My school welcomes diversity.
- Staff: My school welcomes diversity.

Equity

- 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.

Inclusion

- 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.



New DEI Questions for Annual Survey (added)

Diversity

- **Parent:** There is clear effort on the part of the school to understand and support students in all the ways that they differ (eg. learning styles, interests, race, gender, personality type, etc.).
- **Student:** The school sends a clear message that it is unacceptable for students to make derogatory comments (e.g. related to race, gender, learning abilities, socioeconomic status, etc.).
- **Staff:** Employees in our district appreciate others whose backgrounds, beliefs and experiences are different from their own.

Equity

- **Parent:** My child has access to the resources needed for him/her to learn and be successful and when needed, the school finds ways to remove barriers or obstacles to learning.
- **Student:** The school treats each individual student fairly and ensures each of them access to the courses in the program of studies and extra- and co-curricular opportunities (e.g. regardless of race, gender, learning abilities, socioeconomic status, etc.).
- **Staff:** All employees have an opportunity to succeed in our district.

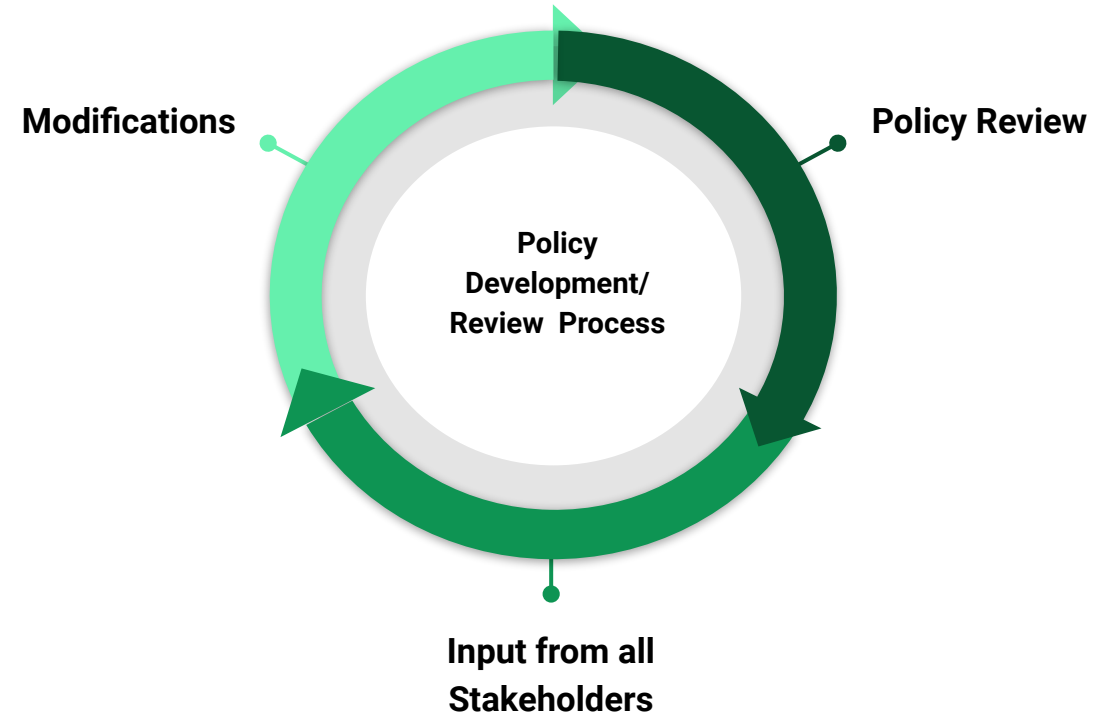
Inclusion

- **Parent:** A wide variety of clubs and activities exist for my child to participate based on his/her unique background and interests and upon entering that experience my child feels welcome and valued.
- **Student:** All students, their active participation in the school community, and their individual voices are valued and heard.
- **Staff:** My perspective is included in decisions that affect my work.

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, 2021 (Joint Gov. Meeting)
 - DEI Discussion - Next Steps





Breakout Groups

Stakeholder Grouping (Staff, Students, Community)

1. How to deepen understanding of DEI at PR
2. Feedback on additional DEI questions for annual stakeholder audit

Staff (Mr. Glickman) Community (Mr. Hustwit & Dr. Pasquinelli) Students (Dr. Paczan & Dr. Justus)



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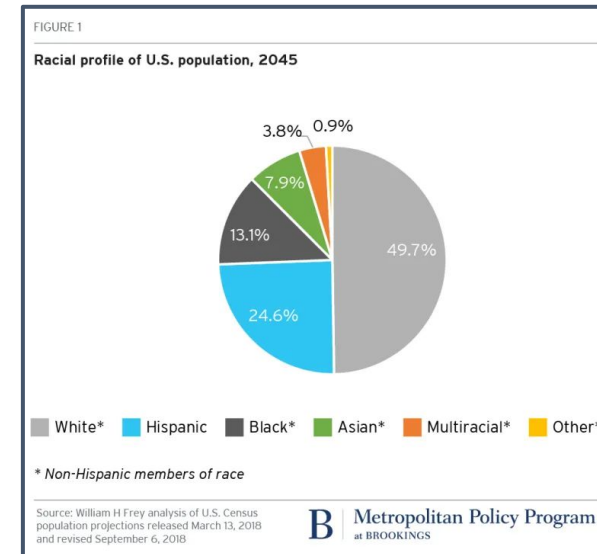
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Deepening Understanding of DEI at PR

- Podcast
 - Introduction, Why
 - Common Language
 - Examples

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Breakout Group Sharing with Large Group