



# DEI Leadership Council

Thursday, December 9, 2021

Meeting #2

# Agenda

1. Review of Progress to Date
2. Policy 832 (Educational Equity) Implementation Plan
3. Break-out Groups
  - a. Policy Implementation Feedback
  - b. Annual Equity Audit Plan by Stakeholder Group



# 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



# Summer Communication

## Diversity, Equity, & Inclusion at Pine-Richland School District



Topics surrounding diversity, equity, and inclusion (DEI) are receiving national attention. DEI is a topic that has become highly politicized with strong feelings and differing perspectives. The district has begun receiving questions and concerns based on terminology and ideas connected to this national topic.

Concepts related to diversity, equity and inclusion have been a strategic focus at Pine-Richland for several years. **For clarity, it is important to understand how our district is defining some of the key terms:**

**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.

For example, varied access to resources is one type of **diversity**. When the pandemic required our schools to shift from a traditional model of educational delivery, our district pursued **equity** by providing a laptop computer and internet access to those students who needed them. By providing these tools and resources, we eliminated a barrier that would have compromised the educational experience of those students. This was done to foster **inclusion** for our students and families with need.

National, state, and local attention is being focused on critical race theory. We have received questions about this 40+-year-old academic concept. The actions and efforts at Pine-Richland have not been focused on critical race theory. While diversity, equity, and inclusion includes a focus on race, DEI is not only about race. Pine-Richland remains focused on learning for every student every day. This mission is the foundation of our work.

An update along these lines was shared at our school board combined meeting held on Monday, July 12, 2021. In the months ahead, we will continue to share more information and examples about what this initiative means in the Pine-Richland School District.



# 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 Culture and Student Experiences



## PRHS

- Student collaboration and advocacy across clubs & activities (ie GSA, Art Club, BSU working together) resulted in school-wide initiatives/projects.
- RAMS Way Initiatives (homeroom and cafeteria)
- Door Decorating Contest
- Winter Celebration Assembly for student accomplishments
- Focus on updating library resources w/a focus on diverse texts, voices, cultures, etc.
- MTSS extra support offered w/a focus on equitable learning and closing opportunity & achievement gaps
- Activity period curricula (SEL, SI Prevention, Safety)

## PRMS

- Rams Way
- Two student groups GSA and BSU
- Student government will provide announcements of people with diverse backgrounds
- Activity period - diversity lesson
- Library with highlights on specific authors

## EHUE

- RAMS Way initiatives
- Showcasing books from library in classrooms
- Seasons of celebration showcase in hall
- Kindness Day celebration
- Counselor lessons in the classroom
- Home visits to recognize and celebrate student accomplishments (not just academic)
- Weekly contests (schoolwide)

## HES

- DEI building team meeting (building common language around DEI)
- Example of Module 1 (Diversity puzzle)
- Staff equity walk and module 2 development for January/February
- Morning announcements integrating DEI and RAMS Way concepts
- Kindness tree related to RAMS Way and kindness elves for the holiday to reinforce as well
- Story walk - using diverse literature around building theme
- Art and music collaborations
- Seasons of Celebration Display

## RES

- RAMS Way initiatives from the team, suggestions on how to consistently correct behaviors as well as reinforce positively
- Use of announcements to celebrate and acknowledge differences - quotes, texts shared
- Seasons of Celebrations - display for winter in hallway and office to celebrate many different holidays - ties to curriculum activities in grade 1
- Art/Music/Library lessons inclusive of multicultural practices.

## WES

- Art & Music & Library lessons are aligned to cultural learning.
- RAMS Way Team collaborates with the DEI Team to create building-wide experiences with a focus on inclusivity.
- Daily Announcements feature weekly and monthly themes intentionally focused on cultures and the inclusion of able bodied people.



# DEI Integrated into PR Academy for Staff

- Teacher Effectiveness Framework Updates
  - Act 13

PINE-RICHLAND SCHOOL DISTRICT

## Model for Teaching and Learning

The lesson plan will serve as the foundational element of the entire PR Academy for Teachers. As we consider a wide range of topics, **we use the lesson plan as the place where theory meets practice.**

### COMPONENT 1A: Knowledge of Content and Pedagogy

The teacher demonstrates knowledge of content discipline, including dominant and relational structures, key components, and currency.

**Distinguished**

- The teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.
- The teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures to ensure student understanding.
- The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating and addressing student misconceptions.

**Proficient**

- The teacher identifies important concepts of the discipline, their relationships, and appropriateness to diverse students.
- The teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.
- The teacher's plans and practice reflect familiarity with effective pedagogical approaches in the discipline.

**Discussion Prompts:**

- *What are the important concepts of your discipline?*
- *How do you determine whether or not you provide clear explanations of content?*
- *Describe your strategies for responding to student questions.*
- *How do you determine what professional development would enhance your content knowledge and instructional practice?*

**Evidence of Practice:**

- Class surveys to determine knowledge level
- Simulated activities
- Practice skill levels with students





# Policy Comparison (832 & 103)

## *Policy 832*

- Proactive
- Relationship focused
- Reinforces Positive School Environment (RAMS Way)
- **PRSD Defined** Equity Lens
- Measures Results to Guide Action
- Provides Updates to Community

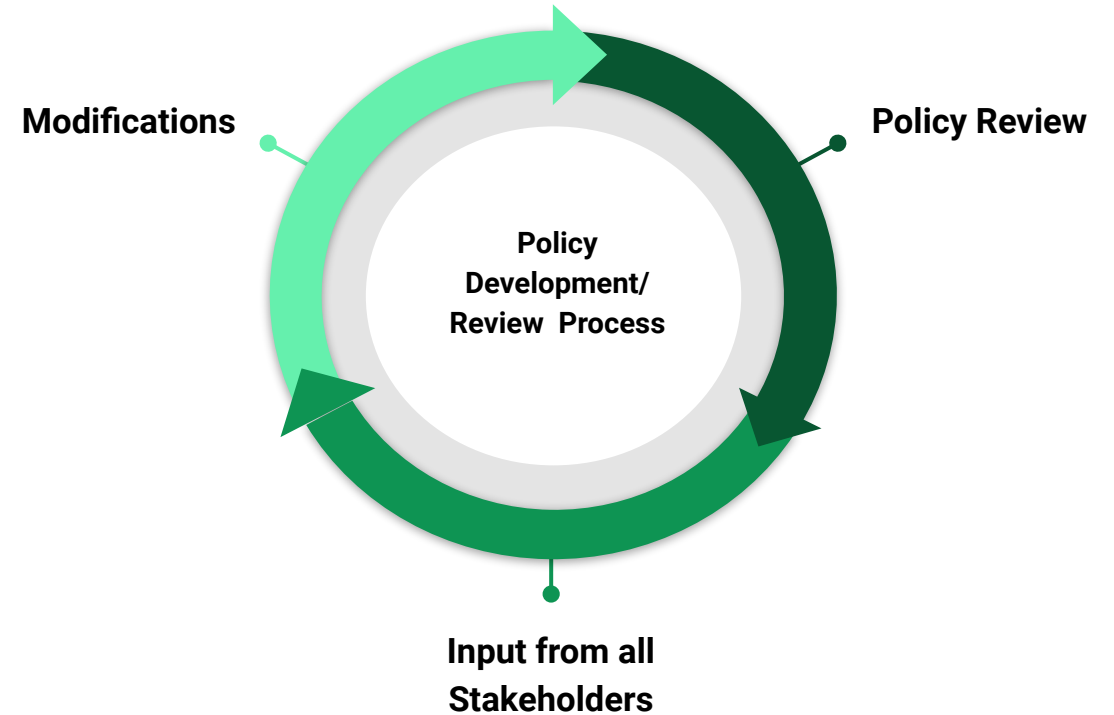
## *Policy 103*

- Values All Individuals
- Collaborative
- Defines Expectations and Clear Plans of Action
- Reactive
- Procedural
- Consequence/action focused
- Best practice guidelines
- Provides details to families involved

# 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)
- December 2021
  - Third read/adoption of Policy 832 (12/13/2021)





# Policy 832 Implementation

To help enhance clarity and transparency, the following specific actions would be implemented in 2021 – 2022 as part of the initial action plan:

- Communicate via **narrated podcast** the policy and actions to stakeholders and post on website;
- Complete a **baseline Equity Audit** (students in 5, 7, 11; all parents; all staff) online (anonymous and voluntary) with posting of results;
- Expand **segmentation of data** within the AAGR report where appropriate (fall);
- Expand the HR Update (spring) to include **workforce profile** across multiple indicators and review recruitment practices;
- Review and revise (if appropriate) the **textbook/resource evaluation instrument** to assess equity;
- Continue implementation of relevant **IDPR recommendations**;
- Continue **DEI Leadership Council** and posting of materials on the website;
- Continue **Title IX Training and implementation of Policy 103**

Administrative Regulations (A.R.) Not Needed Due to the Detail of the Policy - In addition to our bulleted list above



# Equity Audit Analysis

<p><b>PRSD Expanded Team</b></p> <p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>School Policy <b>(Pasquinelli)</b> #1</p>	<p>School Organization/ Administration (Glickman, <b>Minsinger</b>) #2</p>	<p>School Climate <b>(Paczan, Straub)</b> #3</p>	<p>Staff (Simmons, J. Miller, <b>Glickman</b>) #4</p>	<p>Assessment/Placement <b>(Hustwit, Godino)</b> #5</p>	<p>Professional Learning <b>(Sloan, Rose)</b> #6</p>	<p>Standards and Curriculum <b>(Justus)</b> #7</p>
<p><b>DEI Leadership Council</b></p> <p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>School Policy <b>(Pasquinelli)</b> #1</p>	<p>School Organization/ Administration (Glickman, <b>Minsinger</b>) #2</p>	<p>School Climate <b>(Paczan, Straub)</b> #3</p>	<p>Staff (Simmons, J. Miller, <b>Glickman</b>) #4</p>	<p>Assessment/Placement <b>(Hustwit, Godino)</b> #5</p>	<p>Professional Learning <b>(Sloan, Rose)</b> #6</p>	<p>Standards and Curriculum <b>(Justus)</b> #7</p>

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



# Breakout Groups

**Policy 832 Implementation Plans Input**  
Baseline Equity Audit Discussion



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# Baseline Equity Audit

- Mid-Atlantic Equity Consortium (MAEC) [Audit](#)
- Stakeholder Groups
  - Students (Grades 5, 7, 11)
  - Parents
  - Staff

School Policy

1. Does the school/school system have a specific policy regarding educational equity? \*

Choose ▾

2. Does the policy clearly explain the procedures for reporting complaints, fact finding, and appeals? \*

Choose ▾

3. Does the school have a clear mission statement regarding educational equity? \*

Choose ▾

4. Are the policies and mission statement publicized regularly to staff, students, and parents? \*

Choose ▾



# Breakout Group Sharing with Large Group