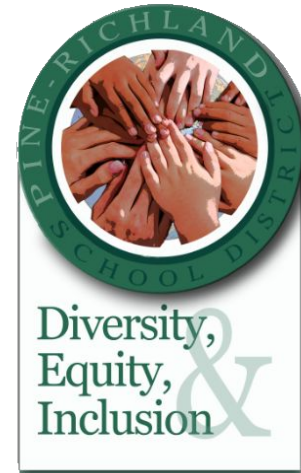




Pine-Richland School District

Diversity, Equity, & Inclusion Leadership Council





Agenda

- Welcome
- Share how this initiative aligns the PRSD Mission, Vision, and Values
- Introduce the role of the DEI Leadership Council and our confirmed members
- Provide an overview of the planned research/action project (“research buckets”)
- Gather input from all participants through breakout groups
- Share tentative timeline



Achieve the Mission within a Culture of DEI

PR Pine-Richland School District

MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

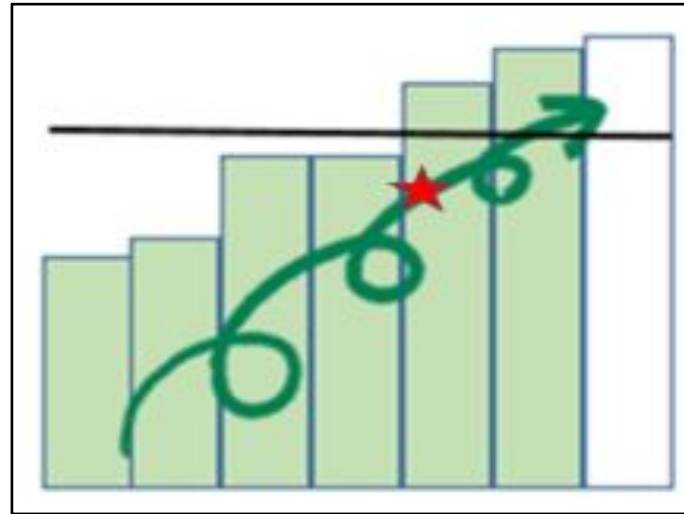
VISION

VALUES

Personal Growth represents a belief in the whole person and development academically, socially, emotionally and physically.
 Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths."
 Innovation represents breakthrough change through problem solving and critical thinking.
 Diverse Opportunities capture the importance of opportunities in a wide range of choices in academics, athletics, arts and activities.
 Engagement reflects the degree to which students, staff, parents, and community are part of the school district.

Pine-Richland School District | 702 Warrendale Road | Gibsonia, PA 15109-6000 | 781-491-7777

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Teaching & Learning

Student Progress & Engagement

Workforce

Finance & Operations

Pursuit of Excellence



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

“Focus on learning for every student every day.”

702 WARRENDALE RD., GIBSONIA, PA 15044

Pine-Richland School District Students (2018-2019) Future Ready PA Index

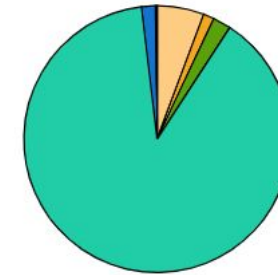


Percent Enrollment by Student Groups

Economically Disadvantaged	7.5%
English Language Learner	0.2%
Special Education	13.8%
Foster Care	0.1%
Homeless	0.3%
Military Connected	0.2%

Enrollment: 4,526

Percent Enrollment by Race/Ethnicity



American Indian/Alaskan Native	0.1%
Asian	5.7%
Black	1.3%
Native Hawaiian or other Pacific Islander	0.1%
Hispanic	2.2%
White	88.9%
2 or More Races	1.7%



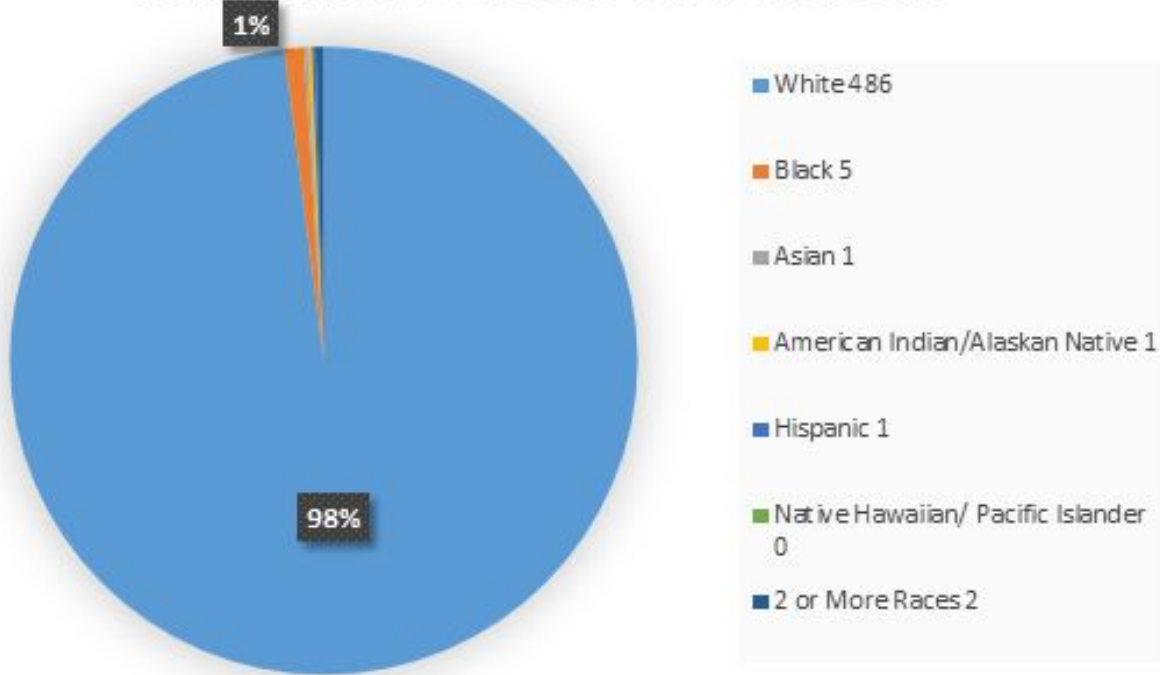
Pine-Richland Staff

Segment	Job Type and Number of Employees	Unit	FTE	Gender and Diversity
Contract	Supt; Asst. Supt; Dir. of HR&L and F&O.	None	5	2 F/3 M; 5C
Admin	Principals; APs; Psych; (see Org Chart)	Act 93	21	10 F/11 M; 20C;1B
Faculty	Teachers (316); Counselors (13); Social Worker (1); Nurses (6)	Union PREA	326	226 F/100 M; 1A; 321C; 1LX/PI; 3B
Educational Support	Sec; Para; PCAs; Cust.; Maint.	Union ESPA	127	92 F/35 M; 124C; 1B; 1AI/A; 1C/A
Admin Support	AAs; Account; Media; IT; Safety & Security	None	17	11 F/6 M; 16C; 1LX
Total			496	341 F/155 M

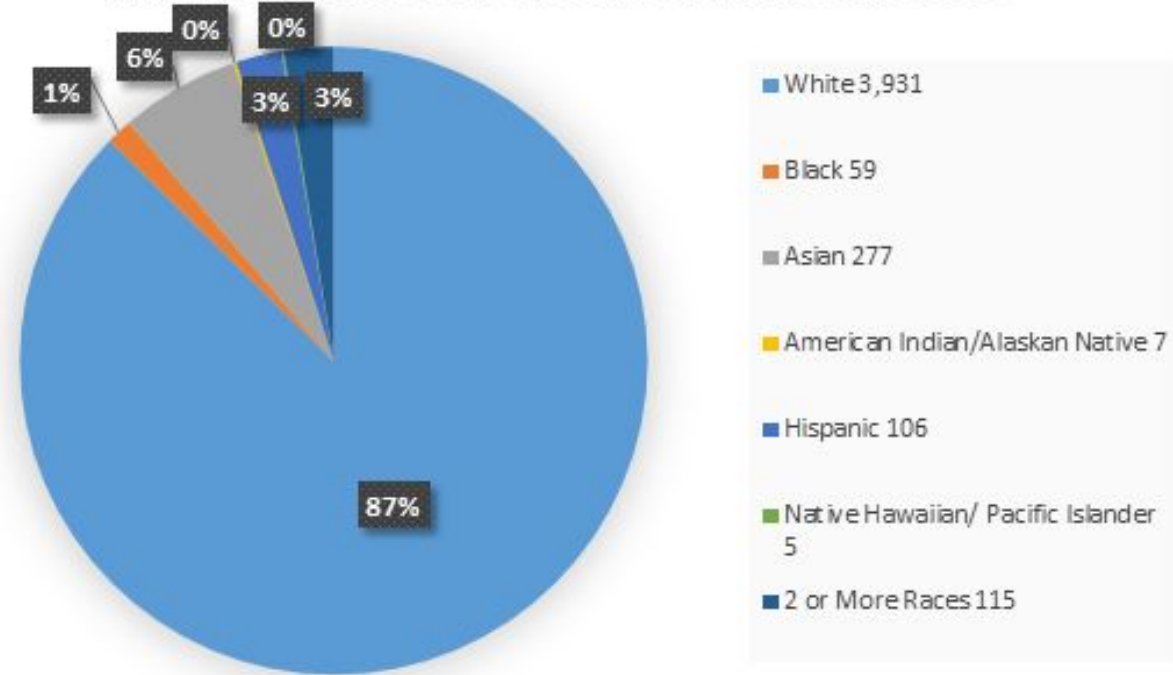


Pine-Richland Staff and Student Racial Profile

Racial Profile of Pine-Richland Staff



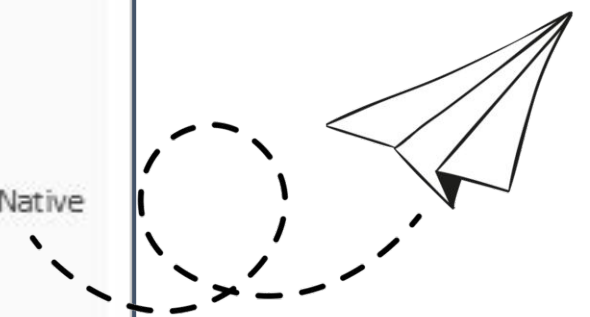
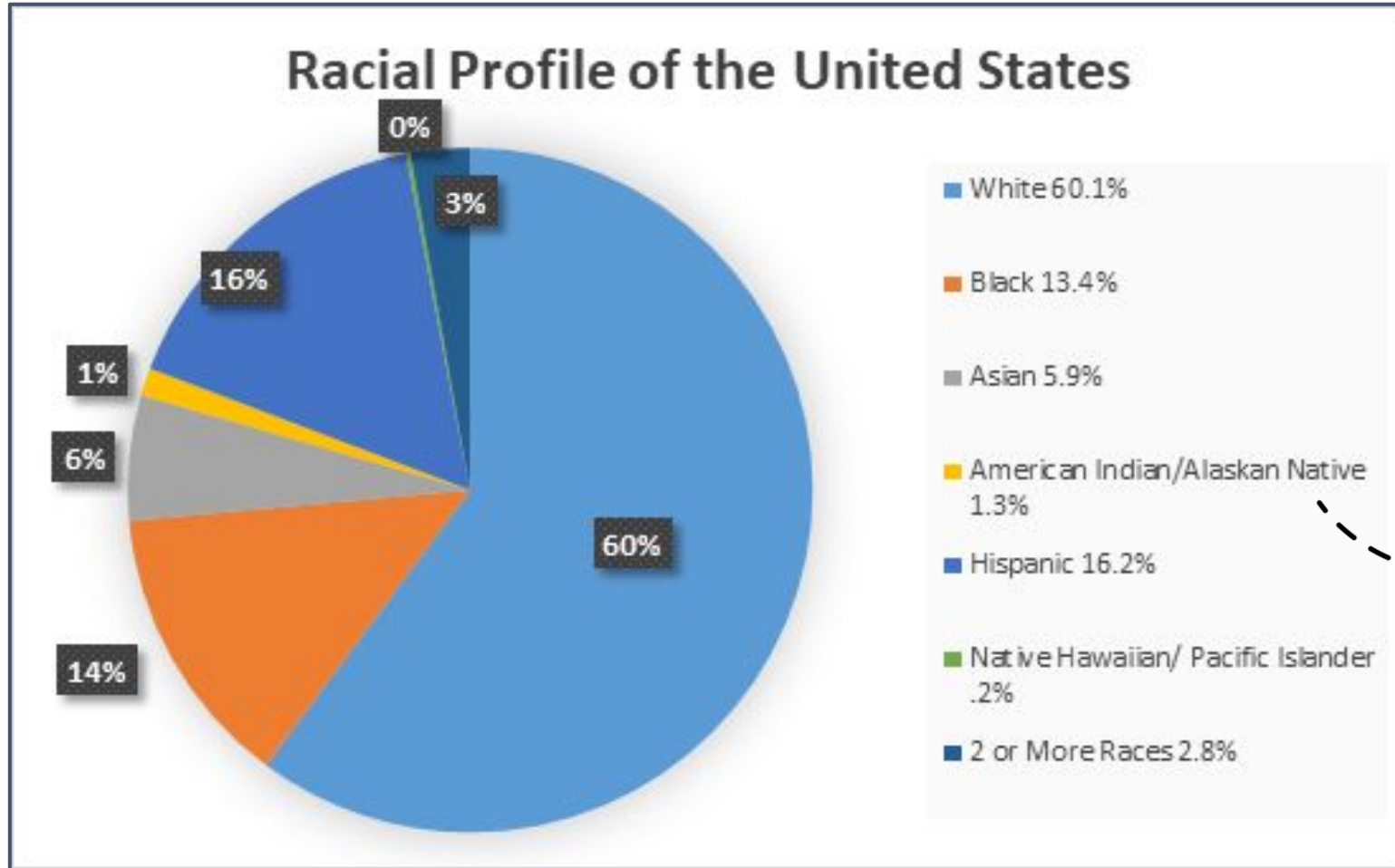
Racial Profile of Pine-Richland Students



Enrollment: 4,469



United States Racial Profile (2019 US Census est)





Why We are Here



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

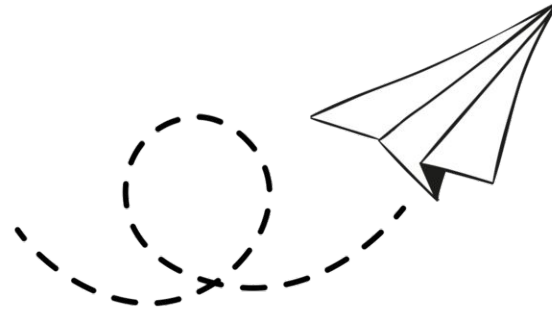
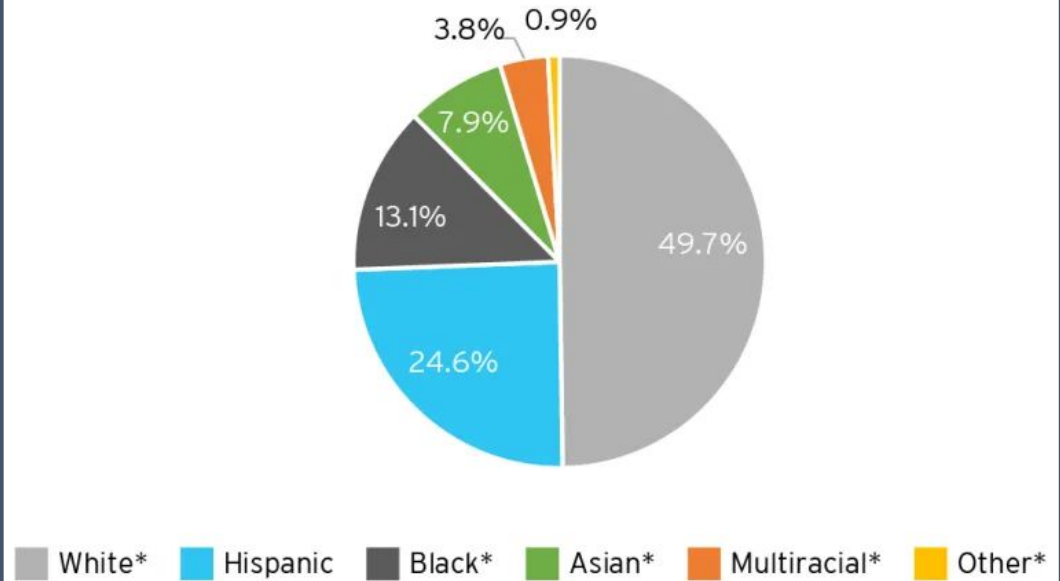


FIGURE 1

Racial profile of U.S. population, 2045

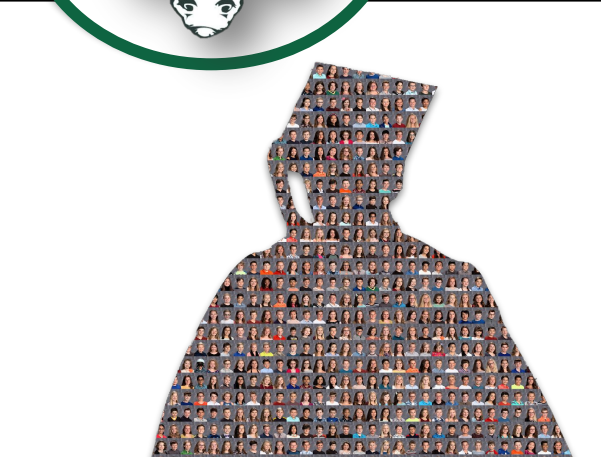


Source: William H Frey analysis of U.S. Census population projections released March 13, 2018 and revised September 6, 2018

B Metropolitan Policy Program
at BROOKINGS



Why We are Here



Support For and Stand With our Black students and families





DEI Leadership Council Roles

DEI Leadership Council is an oversight group made up of stakeholders with a variety of backgrounds and perspectives. The roles of the **Council** are:

- To provide **feedback and guidance**
- To engage in some **research** based on availability and background/interest
- To share **expertise, experiences, and best practices**

DEI Leadership Council is not a decision-making body. Emerging recommendations and action plans will be shared with the **Council** for feedback.

DEI Leadership Council



Last Name	First Name	Organization	Building
Patterson	Dr. Russell	Parent	EHUE
Mestre	Meredith	Parent	EHUE
Lydic	Tanisha	Parent	PRHS, PRMS
Gathers	Rashard/Carla	Parent	PRHS
Hong-Bang	Susan	Parent	PRHS, PRMS
Plowey	Michelle	Parent	PRMS
Dhagat	Hetal	Parent	RES
Smalley	Darrell	Parent	WES
Stearns	Sofya	Parent	WES
Justus	Kristen	PRSD	Admin
Pasquinelli	Michael	PRSD	Admin
Miller	Brian	PRSD	Admin
Glickman	Brian	PRSD	Admin
Hustwit	Noel	PRSD	Admin
Hathhorn	Rachel	PRSD	Admin
Bryant	Danielle	Student	PRHS
Blackwell	Peter (P.J.)	Student	PRHS
Lachimia	Alexander (A.J.)	Student	PRHS
Siegal	Andrew	Student	PRHS
Amr	Zeyad	Student	PRHS

Last Name	First Name	Organization	Building
Miller	Jennifer	PRSD	EHUE
Mesin	Angela	PRSD	EHUE
Berezo	Nicole	PRSD	EHUE
Shenefiel	Beth	PRSD	EHUE
Godino	Tammy	PRSD	HES
Simmons	Sean	PRSD	PRHS
Perko	Mary	PRSD	PRHS
Bowman	Nancy	PRSD	PRHS
Straub	Leslie	PRSD	PRHS
Switala	Dr. Michelle	PRSD	PRHS
Jones	Tricia	PRSD	PRMS
Minsinger	Jacob	PRSD	PRMS
Rowe	Kristen	PRSD	PRMS
Rose	Michael	PRSD	PRMS
Welshonce	Carolyn	PRSD	PRMS
Gayle	Terree	PRSD	PRMS
Paczan	Maura	PRSD	Pupil Services
Sloan	Jenna	PRSD	RES
Jewart	Stephanie	PRSD	RES
Firmin	Joanna	PRSD	WES
Meyer	Dr. Carla	School Board Director	School Board Director
Lyons	Peter	School Board Director	School Board Director
Swope	Kasia	School Board Director	School Board Director
Casciani	Marc	School Board Director	School Board Director



Partners in Planning and Action

- **Pine-Richland Black and Brown Families**
- **University of Pittsburgh** - *PittEd Justice Collective* - Dr. Valerie Kinloch, Dean of the School of Education
- **Duquesne University** - *Interrupting the Trauma of Societal Inequality*
- **Anti-Defamation League (ADL)** - *No Place for Hate* - Alana Bandos, Education Director
- **Point Park University** - Dr. Stanley Denton, Professor of Education
 - Multicultural education, human relations and social psychology
 - Seminar leader and speaker on diversity, educational issues and conflict resolution
 - Worked with Fred Rogers
 - Former Program Officer for Multicultural Education for Pittsburgh Public Schools
 - Created model for incorporating diversity across the curriculum
- **Penn State University** - Dr. Gary Abdullah, Assistant Dean of Diversity and Inclusion, Donald P. Bellisario College of Communications, and Charleon Jeffries, Director of Diversity, Equity and Inclusion for Penn State's Division of Development and Alumni Relations; and "*Diversity and Inclusion Networking Event: Leadership Through Social Justice-A Workplace Lens*" Webinar (multiple panelists)
- **South Fayette** - Dr. Charles Herring, Director of Diversity, Equity, and Inclusion



Sharing Recommendations from Partners

- Get to know your community - listen, **University of Pittsburgh**
- Identify what is working and what is not working, **University of Pittsburgh**
- Agreements from the Courageous Conversations about Race Protocol
- Understand racism as a systematic problem that needs a systematic solution
- Determine the compelling why; education of staff/faculty on explicit and institutional racism; the important work is setting the groundwork for transformation (not surface-level activities), **Penn State University**
- Student engagement and involvement is a vital part of the change process, **University of Pittsburgh & Avonworth SD**



Key Areas of Focus

Family & Community Outreach and Partnerships	Staff Training and Development	Student Organizations and School Culture (Student voice)	Curriculum and Instruction	Policies, Procedures (Hiring Process/ Recruitment)
What are our strengths?				
What are our needs?				
Who and/or what are our resources?				
Who will be involved?				
What are our goals?				

Black and Brown families and students are the primary focus group currently; this work will continue to expand and impact the culture of Pine-Richland School District.



Example: Curriculum and Instruction

What are our strengths?	What are our needs?	Who and/or what are our resources?	Who will be involved?	What are our goals?
<ol style="list-style-type: none"> 1. PRSD written curriculum 2. In-depth program review (IDPR) process 3. High-quality staff 4. Updated resources 	<ol style="list-style-type: none"> 1. Diversity of authors (race, gender) 2. Diversity of text selections based on race and perspective 3. Training for teachers on how to approach controversial issues 	<ol style="list-style-type: none"> 1. Staff study (SS and ELA IDPR) 2. University Partners 3. Business Partners 4. Textbook Vendors 	<p>Pasquinelli and Justus Building Principals ALCs Teacher Leaders University Representatives Community Representatives</p>	<ol style="list-style-type: none"> 1. Promote cultural literacy and respect for others and their views, challenging personal perceptions and familiar experiences (e.g. PR Bubble). (Measure) At least one learning activity integrated into every unit of study for all courses by June 2021. 2. 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., cultural relevance, cultural diversity, time-periods, student interest, etc.). Clarify core and protected texts by grade-level and department. (Measure) List of K-12 text recommendations updated and phased integration plan developed by June 2021. 3. 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. (Measure) List of core novels identified and aligned with curriculum by June 2021.



Agreements and Language

Agreements

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

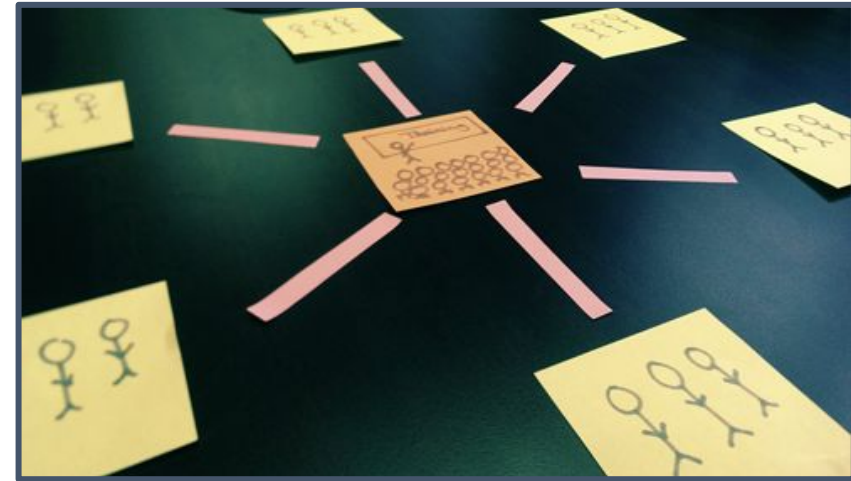
Language

- Black and Brown Students
- Students of Color
- Diversity
- Equity
- Inclusion
- Racism (explicit)
- Racism (systemic/institutional)
- Anti-Racism



Breakout Groups

1. Review the current buckets
2. Consider what may be missing
3. Ideas/recommendations
4. Identify subtopics
5. Additional agreements and language



Mr. Glickman - Facilitator	Mr. Hustwit - Facilitator	Dr. Justus - Facilitator	Dr. Pasquinelli - Facilitator
Mrs. Bowman - Notetaker	Mrs. Straub - Notetaker	Mr. Minsinger - Notetaker	Mrs. Welshonce - Notetaker
Group 1	Group 2	Group 3	Group 4



Tentative Timeline for Research/Action

- **November** - Research Bucket Work
- **December** - Leadership Council
 - Short-term/Long-term Updates
 - Process Update
- **December** - Research Bucket Work
- **January** - Research Bucket Work
- **February** - Leadership Council
 - Short-term/Long-term Updates
 - Emerging Recommendations
- **March** - Research Bucket Work
- **March - April** - Community Town Hall
- **April** - Leadership Council
 - Short-term/Long-term Updates
 - Emerging Recommendations
- **April** - Research Bucket Work
- **May** - Leadership Council
 - Final Recommendations
 - Action Plans

Final Report and Community Presentation
June - July 2021



THANK YOU FOR YOUR ENGAGEMENT!

PRSD DEI Website

- Community Updates
- Communications
- Presentations

<https://www.pinerichland.org/Domain/1362>





Action to Date

- Anti-Racism Resolution
- Policy 103 Revisions & Updates (Non-Discrimination)
- District-Wide Communication
- Counselor Outreach to Black and Brown Families
- Black Student Unions (middle school and high school)
- Ongoing Collaboration with Anti-Racism Coalition
- DEI Leadership Council

*We're Just Getting Started:
Sustainable Actions to Impact Culture over Time*



Key Areas of Focus

Family & Community Outreach and Partnerships (Research, Data, Connections, Exemplar)

Rachel Hathhorn/Jenna Sloan
Jennifer Miller

Staff Training and Development (Research, Data, Connections, Exemplar)

Brian Glickman/Brian Miller
Michael Rose
TJ Salopek

Student Organizations and School Culture (Student voice) (Research, Data, Connections, Exemplar)

Maura Paczan/Noel Hustwit
Nancy Bowman
Sean Simmons
Leslie Straub

Curriculum and Instruction (Research, Data, Connections, Exemplar)

Kristen Justus/Mike Pasquinelli
Jacob Minsinger
Tammy Godino
Carla Meyer

Policies, Procedures (Hiring Process/ Recruitment) (Research, Data, Connections, Exemplar)

Brian Miller/Brian Glickman
Peter Lyons

Black and Brown families and students are the primary focus group currently; this work will continue to expand and impact the culture of Pine-Richland School District.



Key Takeaways from *So You Want to Talk About Race*

four Why am I always being told to “check my privilege”? [Exercise in understanding privilege without getting defensive]

- Privilege , in the social justice context , is an advantage or a set of advantages that you have that others do not.
- When somebody asks you to “check your privilege” they are asking you to pause and consider how the advantages you’ve had in life are contributing to your opinions and actions, and how the lack of disadvantages in certain areas is keeping you from fully understanding the struggles others are facing and may in fact be contributing to those struggles .
- Are you in good mental health? Did you grow up middle class? Are you white? Are you male? Are you nondisabled? Are you neuro - typical? Are you a documented citizen of the country you live in? Did you grow up in a stable home environment? Do you have stable housing? Do you have reliable transportation? Are you cisgender? Are you straight? Are you thin, tall, or conventionally attractive? Take some time to really dig deep through all of the advantages that you have that others may not. Write them down.

five What is intersectionality and why do I need it? [Understand the myriad of identities and continuum for each]

- intersectionality, the belief that our social justice movements must consider all of the intersections of identity, privilege, and oppression that people face in order to be just and effective, is the number one requirement of all of the work that I do.
- Each of us has a myriad of identities — our gender, class, race, sexuality, and so much more — that inform our experiences in life and our interactions with the world .

eight What is the school-to-prison pipeline? [Organizational profile and data]

- Talk to your schools and school boards. Even if you do not have black or brown children, you should be asking your schools what their disciplinary procedures are, what the rate of suspension and expulsion for black and Latinx students is, and what the racial “achievement gap” for their school is and what they plan to do about it.

nine Why can’t I say the “N” word? [Student awareness, staff awareness, reporting options - Policy 103]

- We can broadly define the concept of cultural appropriation as the adoption or exploitation of another culture by a more dominant culture.



Key Takeaways from *So You Want to Talk About Race*

twelve What are microaggressions? [Single bee bite vs. swarm - Open letter]

- Microaggressions are small daily insults and indignities perpetrated against marginalized or oppressed people.

thirteen Why are our students so angry? [Black Student Union - Student voice]

- And this is important to remember, for all of us. No matter what our intentions, everything we say and do in the pursuit of justice will one day be outdated, ineffective, and yes, probably wrong. That is the way progress works.
- It is our job to be confused and dismayed by the future generation, and trust that if we would just stop trying to control them and instead support them, they will eventually find their way.

fifteen But what if I hate Al Sharpton? [Bias, reflection]

- Now is an opportunity to learn more about yourself, to see yourself and your actions more clearly, so you can move toward the person you truly want to be. The question is: do you want to look like a better person.

PRSD Core Team Meeting 12/08/2020

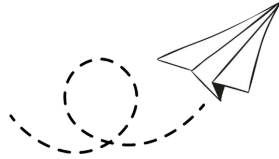


- Establishment of Diversity, Equity, and Inclusion (DEI) Goals
- Self-Assessment on District (Equity Audit Analysis)
- Glossary of Terms Reflection and Prioritization for Common Language
- Review of Data
- Next Steps and DEI Leadership Council Agenda/Presentation/Goals (12/17/2020)





DEI Goals (Start with the end in mind)

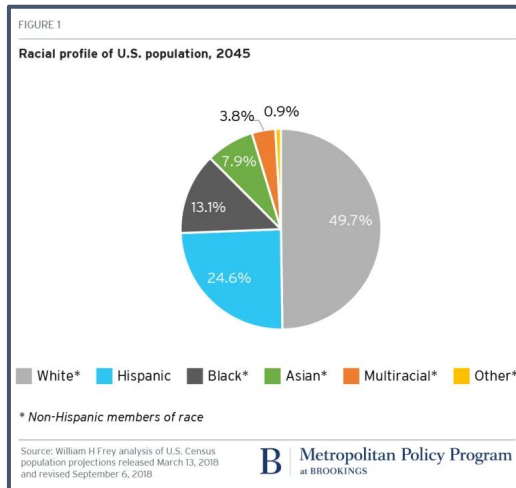


PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS



Brainstorm (individually first):

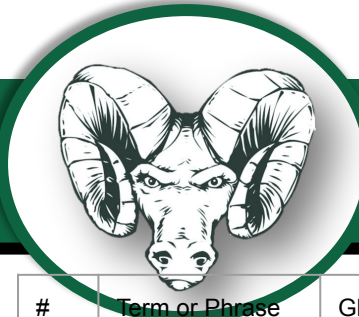
- DEI Awareness (self and system)
 - Students (Graduate Profile), Staff (PD to ensure comfort, readiness, and action among staff), Community (Education; Engagement; Advocacy; Establishment of Allies)
 - Implicit racism - Understanding racism
- Connecting all students to schools and people through a culture which is supportive and has overarching shared ethical responsibility to promote DEI competencies within each individual role (teacher, secretary, principal, etc.)
- Common Language and understanding
- Ability to engage in challenging conversations
- Celebrate and appreciate differences
- Address racial disparities
 - Hiring practices
 - Recruit, hire, develop, and retain a diverse and high-performing staff.
- Identify and embed culturally relevant instructional practices and curricular concepts addressed in an authentic manner (across all departments)
 - K-12 Developmentally appropriate
 - Ensure most effective instructional and assessment approaches for these newly embedded authentic, curricular experiences
- Awareness of each other's reality
- Comfort in being able to speak to and from their own reality/perspective, while listening actively to others' perspectives
- Accountability to an action plan listing the initial focal goals with the idea that it is sustained and continually improved beyond that initial set of goals



Equity Audit Analysis

• [Link to Equity Audit](#)

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
Strengths	<p>*Policy is in place</p> <p>*Communication process with policy and mission is good</p> <p>*All teachers are highly qualified (PDE) are they DEI highly qualified?</p>	<p>People involved in planning, support, and governance are representative of the school community.</p> <p>Recognized as mission critical (the goal is to pursue the mission, vision and values (MVV) within a culture of diversity, equity and inclusion)</p>	<p>Emblems and mascots</p> <p>Library - Media resources</p>	<p>*Given access to resources, facilities, and AP based on talent and skill</p> <p>*Standards for behaviors and dress are non-discriminatory</p> <p>*People across positions are treated with comparable respect</p>	<p>Multiple instruments for student assessment</p> <p>Procedures available to accommodate ELLs and Ss with disabilities</p>	<p>Diverse instructional approaches</p> <p>Access to translators/interpreters for students and staff needs when necessary</p> <p>When planned and intentional actions, staff are sensitive to stereotypes and bias.</p>	<p>Teachers have access to updated curriculum.</p> <p>All students held to same performance standards</p> <p>Students all a part of MTSS and other supports as needs are shown</p> <p>Students with disabilities are included with non-disabled individuals as much as possible and appropriate to their learning needs</p>
Opportunities	<p>*PD needed with policy for consistent implementation and understanding</p> <p>*Implementation improvements needed</p> <p>*Clearly identified action plans related to policy implementation needed</p> <p>*Extra-curricular for all</p>	<p>People involved in planning, support, and governance are representative of the school community.</p> <p>Limited disaggregated data monitoring and analysis; therefore limited response based on analysis</p> <p>Training for school administrators to identify and provide leadership re: equity issues</p>	<p>-Bulletin boards Display boards /interaction of school staff with each other,</p> <p>-Students, and parents, convey a respect of people regardless of race, ethnicity, language, gender or gender identity, disability, age, religion, or socioeconomic status.</p> <p>-Classroom Integration</p> <p>-Code of Conduct</p> <p>-Assemblies and Special Programs</p> <p>-Planning for Assemblies</p> <p>-Resources in different language</p>	<p>*Staff members familiar with demographic groups and neighborhood</p> <p>*Staff members communicate well and on a regular basis with staff members of different groups.</p> <p>*Staff members received inservice training.</p> <p>Staff members assessed with competencies in educational equity included</p> <p>All students talked to in the same manner</p> <p>Discipline infractions are distributed equitably.</p>	<p>- data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gender, ethnicity, disability, socioeconomic status, and geographic location</p> <p>-levels of classes, including special education, vocational education, gifted education programs, and advanced courses comprised of students who proportionately reflect the diversity within the overall student population</p> <p>- guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses</p>	<p>staff members receive training in culturally responsive communication and group processes to increase their effectiveness in working with diverse populations, understanding why they are receiving training, and what are the expectations for accountability post training</p> <p>Is content training offered to provide staff with curricular information and knowledge of multicultural print, non-print, and human resources available to enhance educational equity?</p>	<p>Lack of diverse perspectives among racial, ethnic, language, religious, and gender groups in instructional materials and textbooks and intentional examination of others' lenses in curriculum</p> <p>Unsure of teachers' level of classroom lessons to increase awareness of bias and discrimination</p> <p>Lack of intentional preparatory activities for students to thrive in a diverse society and workplace (e.g. language use)</p>



Common Language

• [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Definition	Core Team Member
1	Social Justice	The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest. [<i>Oxford Reference / Oxford University Press</i>]	To ensure the protection of equal rights, by creating a safe and secure environment with fair opportunities and well-being for all. Promoting non-discriminatory, equitable practices, decision making and empowerment of students, families, staff and communities. Enacting culturally-responsive schools, communities and systems that ensure access, equity, diversity, participation, and fairness (Adopted by NASP, 2017). Social Justice Resource	Maura Paczan
2	Equity	The provision of providing varying levels of support, based on specific need, to achieve greater fairness of treatment and outcomes. Longley, Robert. "Equity vs. Equality: What Is the Difference?" <i>ThoughtCo</i> , Oct. 30, 2020, thoughtco.com/equity-vs-equality-4767021 .	A guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Different levels of support may need to be provided to ensure an "equal playing field" is provided for all. Thought Exercises	Pasquinelli
3	Accountability	Ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible.	The ways white people and white communities are held to and responsible for their words/actions to people and communities of color; white people holding other white people responsible for their words/actions as well to diminish the imbalance of power The Danger of Silence TED Talk Resources - White Accountability	Sloan
4	Ally	Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice.	Allyship is when someone commits to doing the following: 1. recognize your implicit biases, 2. educate yourself about systemic racism, 3. Listen, listen, listen 4. Speak up against racism/racist acts, 5. Show up for the cause. Article on How to Be An Ally for BLs	Leslie Straub
5	Anti-Racism	Defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.	The work of actively opposing racism and promoting equity by advocating for changes in staff training, school culture, curriculum, and policies. Ibram X. Kendi Eddie Moore 21 day challenge	Jen Miller



Common Language

• [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Definition	Core Team Member
6	Black Lives Matter	A political movement to address systemic and state violence against African Americans.	#Blacklivesmatter is a political and social movement advocating for protest against incidents of racially motivated violence/injustice against black people. #BLM describes itself as a decentralized network aiming to build the leadership and power of black people. What does this mean to our community? This means that PR needs to show up for our community members of color and invest in building leadership in black and brown students. TedTalk	Leslie Straub
7	Cultural Appropriation	Theft of cultural elements for one's own use, commodification, or profit often without understanding, acknowledgement, or respect for its value in the original culture.	Ensuring that transculturation (healthy exchange of cultural elements in a shared, collaborative manner) is the foundation of power-balanced cultural exchange in which our students, graduates, staff, and community engage versus appropriation through dominance or exploitation (imposed; imbalance of power). Article - From Cultural Exchange to Transculturation: A Review and Reconceptualization of Cultural Appropriation Book: Cultures and Organizations: Software of the Mind (Kristen has this Book) Book: Organizational Culture and Leadership (Kristen has this Book) Lesson Plan with Activities & Images from Above Books	Kristen Justus
8	Cultural Racism	Representations, messages and stories conveying the idea that behaviors and values associated with white people or "whiteness" are automatically "better" or more "normal" than those associated with other racially defined groups.	Societal beliefs and customs that promote the assumption that the behaviors and values of White culture are superior to those of non-White cultures. These beliefs become a subconscious truth that leads to implicit bias and become embedded into policies, norms, and our interactions with others.	Tammy Godino
9	Discrimination	The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.	Inappropriate, unequal or harmful treatment of people because of their actual or perceived group membership based on characteristics of race, gender, social class, sexual orientation, physical ability, religion, and other categories. This may include both overt and covert behaviors, microaggressions, or indirect or subtle behaviors that reflect negative attitudes or beliefs about a non majority group (adapted from NASP, 2019).	Maura Paczan
10	Diversity	Diversity includes all the ways in which people differ, encompassing all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.	Psychological, physical, and social differences that occur among any and all individuals; including but not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information and learning styles. A diverse group, community, or organization is one in which a variety of social, physical, and cultural characteristics exist. Thought Exercises	Pasquinelli

“Focus on learning for every student every day”

Common Language

- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Definition	Core Team Member
11	Implicit Bias	Negative associations that people unknowingly hold, expressed automatically, without conscious awareness. Also known as 'unconscious' or 'hidden' bias	Judgments that people unknowingly hold and express automatically in favor of and against groups of people. These biases may not align with declared beliefs, but they still permeate how we act toward others. These biases can be changed and unlearned over time.	Jacob Minsinger
12	Inclusion	Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.	Engaging, valuing and respecting all groups and including all groups as essential partners (participating, planning and decision making). Inclusive experiences can be informal (play dates, parties, clubs, etc.) or formal (curriculum planning, hiring process, etc.) Thought Exercises	Pasquinelli
13	Institutional Racism	Ways in which institutional policies and practices create different outcomes for different racial groups.	LINK to an article and videos to view and discuss; blocking people of color from accessing opportunities in society and/or penalizing them instead of providing proper supports due to long standing structures that place people of color below white people.	Sloan
14	Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.	Verbal and nonverbal actions, intentional or unintentional, that convey a message of hostility and negativity towards a marginalized group. https://www.youtube.com/watch?v=ZahtlxW2CIQ	Michael Rose
15	Movement Building	The effort of social change agents to engage power holders and the broader society in addressing a systemic problem or injustice while promoting an alternative vision or solution.	Challenges such as racial inequity in education are complex and require a variety of stakeholders to identify and contribute to solving the problem. Movement building refers primarily to the act of bringing diverse stakeholders together for a common cause; this is significant to our work in PRSD because many of the people in positions of power to help address the problem are not impacted directly by the problem itself.	Brian Glickman

Common Language

- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Definition	Core Team Member
16	Multicultural Competency	A process of learning about, and becoming allies with, people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process.	Multicultural competency is a skill to be developed in all Pine-Richland Graduates, which embeds learning about other people and the diverse cultures both inside and outside of the PR bubble, allowing students to respectfully and empathetically participate and advocate in the global society. (connection to intersectionality in terms of cultural identities of individuals) Article - Twelve Practical Suggestions for Achieving Multicultural Competence Lesson Plan with Activities & Images from Above Books	Kristen Justus
17	People of Color	Often the preferred collective term for referring to non-White racial groups.	Non-white racial groups; helpful to use when reviewing disaggregated student and staff data. For example, "In PRSD, roughly 13% of our students are of color, while just about 2% of our staff is."	Brian Glickman
18	Power	Some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Learning to "see" and understand relations of power is vital to organizing for progressive social change. Racism cannot be understood without understanding that power is not only an individual relationship but a cultural one, and that power relationships are shifting constantly.	Power is the ability to influence others and impose one's beliefs. Racism cannot be understood without understanding power. Power shifts and it can be understood individually or within culture/systems. Social mechanism which provide power in the US include wealth, whiteness, citizenship, patriarchy, heterosexism and education. Power Walk T-chart	Jen Miller
19	Privilege	Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.).	Unearned social power that is given to the dominant group as deemed by society. In terms of race, white people have been given privilege over people of color. Simply put, privilege is "an advantage or set of advantages that you have that others do not" (Oluo, 2019).	Jacob Minsinger
20	Race	A made-up social construct, not an actual biological fact. Racial categorization schemes were invented by scientists to support worldviews that viewed some groups of people as superior and some as inferior.	A man made social construct used as a means of classifying people to determine who has power and who doesn't. The Origin of Race in the USA	Tammy Godino



Common Language

- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Definition	Core Team Member
21	Racial Equity	The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.	A condition achieved by ensuring educational outcomes are not predicated by one's racial identity. Using a Racial Equity Lens	Noel Hustwit
22	Racism	One group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.	One group of people discriminating, across multiple facets, against another group of people based on race that causes physical and mental health issues. https://www.youtube.com/watch?v=rBWlmda1Zig	Michael Rose
23	Structural Racism	The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color.	Understanding the routine structures, such as where someone lives, the resources in a school system, the ability to recruit highly qualified educators, offer a range of programs, prepare students for post-high school success, etc. are deeply embedded in society (3 min video overview).	Brian Miller
24	White Fragility	A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These behaviors, in turn, function to reinstate white racial equilibrium.	Racial stress triggering defensive moves from staff and students which in turn minimize the opportunity for meaningful discussion about race within the school setting. Seeing White Fragility	Noel Hustwit
25	White Privilege	The unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white.	Building on the definition of privilege (# 19), an advantage or set of advantages experienced by 87% of our students and 98% of our staff based on being white (e.g., housing, education, jobs, wages, wealth).	Brian Miller



Review of Data



What data do we want/need?

What percentage of black students took Advanced Placement courses over the past 4 years?	Pasquinelli
What percentage of black students are placed in our Compacted/Extended courses starting in 3rd grade?	Minsinger
What percentage of black students are placed in interventions and intervention courses K-12? How does this figure compare to white students?	Minsinger
What percentage of black students with IEPs are identified with emotional disturbance? How does this figure compare to white students?	Minsinger
What percentage of texts read in K-12 are written by authors of color?	Minsinger
What percentage of units in our Social Studies curriculum have learning goals or topics that reflect the experiences of minoritized communities?	Minsinger
What is the average GPA of students of color compared to the average GPA of white students?	Minsinger
What percentage of black students are identified as gifted? How does this compare to CogAT performance for our students? Are referral rates the same for MDE?	Justus
What percentage of black students are referred for Tier 2 and 3 services? How does their data on the decision tree compare to white peers (e.g. STAR)?	Justus
What are the student satisfaction rates as broken down by black students (and other races) on the annual survey? (needs embedded as demographic question)	Justus



Review of Data



What data do we want/need?

What percentage of black students are suspended/expelled? How does this compare to white students?	Hustwit
Of the black students suspended/expelled, what are the total number of days suspended/expelled? How does this compare to white students?	Hustwit
Percentage of students of color compared to percentage of staff of color	Pasquinelli
What percentage of students of color (by racial group) are engaged in one or more extracurricular activity?	Pasquinelli
What do the annual student and staff survey results look like when they are disaggregated by race? (Aware we cannot answer this for past years, but have opportunity to begin collecting in this manner with the end of 2020-21SY survey and moving forward)	Glickman
Fill in the blanks on this table that will allow us to ask/answer additional questions with answers rooted in data	Glickman

DEI Leadership Council

Thursday, December 17, 2020
3:30-5:00 p.m.

Invitation:

- Wednesday, December 9

Agenda:

- Review of Purpose and Role
- Action Since Last Meeting
 - Short-Term: Counselor Calls, Policy Work, BSU progress + P2P
 - Planning: 12/8 Work session
- Next Steps (Based on the planning session)
 - Breakout Group Feedback (Glossary of Terms, Audit Results)
 - 5 Groups (8 per group)
 - Large-groups Sharing after Breakout (1 person per group)
 - Next steps (January: Focus on Common Language, Policy and Initial PD session for Core team and Planning for staff PD.)





Diversity, Equity, and Inclusion

DEI Leadership Council Meeting

December 17, 2020

DEI Leadership Council



Last Name	First Name	Organization	Building
Patterson	Dr. Russell	Parent	EHUE
Mestre	Meredith	Parent	EHUE
Lydic	Tanisha	Parent	PRHS, PRMS
Gathers	Rashard/Carla	Parent	PRHS
Hong-Bang	Susan	Parent	PRHS, PRMS
Plowey	Michelle	Parent	PRMS
Dhagat	Hetal	Parent	RES
Smalley	Darrell	Parent	WES
Stearns	Sofya	Parent	WES
Justus	Kristen	PRSD	Admin
Pasquinelli	Michael	PRSD	Admin
Miller	Brian	PRSD	Admin
Glickman	Brian	PRSD	Admin
Hustwit	Noel	PRSD	Admin
Hathhorn	Rachel	PRSD	Admin
Bryant	Danielle	Student	PRHS
Blackwell	Peter (P.J.)	Student	PRHS
Lachimia	Alexander (A.J.)	Student	PRHS
Siegal	Andrew	Student	PRHS
Amr	Zeyad	Student	PRHS

Last Name	First Name	Organization	Building
Miller	Jennifer	PRSD	EHUE
Mesin	Angela	PRSD	EHUE
Berezo	Nicole	PRSD	EHUE
Shenefiel	Beth	PRSD	EHUE
Godino	Tammy	PRSD	HES
Simmons	Sean	PRSD	PRHS
Perko	Mary	PRSD	PRHS
Bowman	Nancy	PRSD	PRHS
Straub	Leslie	PRSD	PRHS
Switala	Dr. Michelle	PRSD	PRHS
Jones	Tricia	PRSD	PRMS
Minsinger	Jacob	PRSD	PRMS
Rose	Michael	PRSD	PRMS
Welshonce	Carolyn	PRSD	PRMS
Gayle	Terree	PRSD	PRMS
Rowe	Kristen	PRSD	PRMS
Paczan	Maura	PRSD	Pupil Services
Sloan	Jenna	PRSD	RES
Jewart	Stephanie	PRSD	RES
Firmin	Joanna	PRSD	WES
Meyer	Dr. Carla	School Board Director	School Board Director
Lyons	Peter	School Board Director	School Board Director
Swope	Kasia	School Board Director	School Board Director
Casciani	Marc	School Board Director	School Board Director



Achieve the Mission within a Culture of DEI

PR Pine-Richland School District

MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

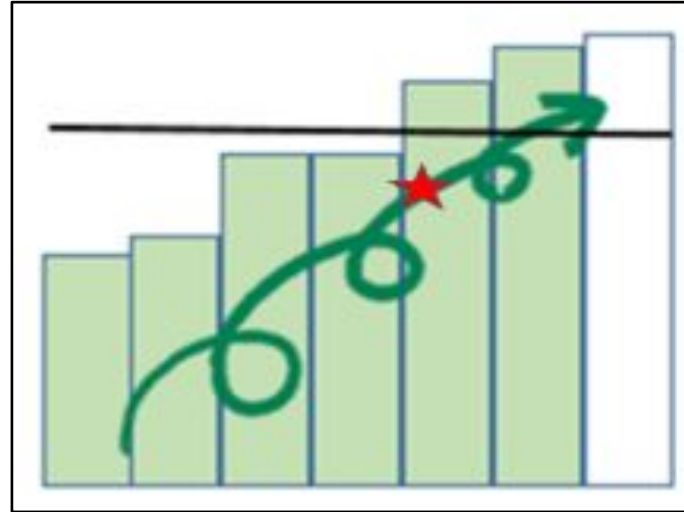
VISION

VALUES

Personal Growth represents a belief in the whole person and development academically, socially, emotionally and physically.
 Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths."
 Innovation represents breakthrough change through problem solving and critical thinking.
 Diverse Opportunities capture the importance of opportunities in a wide range of choices in academics, athletics, arts and activities.
 Engagement reflects the degree to which students, staff, parents, and community are part of the school district.

Pine-Richland School District | 702 Warrendale Road | Gibsonia, PA 15109-6000 | 781-491-7777

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Teaching & Learning

Student Progress & Engagement

Workforce

Finance & Operations

Pursuit of Excellence



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

“Focus on learning for every student every day.”

702 WARRENDALE RD., GIBSONIA, PA 15044

DEI Leadership Council

Thursday, December 17, 2020
3:30-5:00 p.m.

Agenda

- Review Purpose and Role of DEI Leadership Council
- Share Action/Planning Since Last Meeting
 - Short-Term and Long-Term
- Engage in Small Group Discussions: Breakout Groups
 - Identify Areas of Strength and Opportunities Using Results from the Mid-Atlantic Equity Consortium Audit
 - Review Identified Common Language Terminology
- Share Findings from Breakout Groups
- Discuss Next Steps





DEI Leadership Council Roles

DEI Leadership Council is an oversight group made up of stakeholders with a variety of backgrounds and perspectives. The roles of the **Council** are:

- To provide **feedback and guidance**
- To engage in some **research** based on availability and background/interest
- To share **expertise, experiences, and best practices**

DEI Leadership Council is not a decision-making body. Emerging recommendations and action plans will be shared with the **Council** for feedback.



Short-Term Action to Date

- Partnership with the **PRSD Anti-Racism Coalition**
- Identified a **K-12 core and expanded team** of staff members
- We are working to ground ourselves in **research and learning activities from external sources to establish common understandings**
- Established a 42 person **DEI Leadership Council** made up staff members, parents, students, and school board members.
 - Meeting #1 - October 28, 2020
 - Meeting #2 - December 17, 2020
- Supported students in establishing **Black Student Unions** at PRMS and PRHS
- **Counselors contacting families of color**
- The **non-discrimination policy** (2nd reading 12/14/2020) approval will lead to implementation





Long-Term Plans for Sustainable Change

- Establishment/Refinement of **Diversity, Equity, and Inclusion (DEI) Goals**
 - Outcomes and Measures
- **Equity Audit Analysis** - Mid-Atlantic Equity Consortium
- Glossary of Terms Reflection and Prioritization for **Common Language & Understanding**
- **Review of Data** to Identify Strengths and Weaknesses
- **Recommendations for Action** within the Following “Buckets”

Family & Community Outreach and Partnerships	*Staff Training and Development	Student Organizations and School Culture (Student voice)	Curriculum and Instruction	*Policies, Procedures (Hiring Process/ Recruitment)
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*Areas of Initial Focus



[Link to PDF of
DEI Leadership Council
Audit Results](#)

Breakout Groups

Taken from *Courageous Conversations:*
Four Agreements

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect and Accept Non-Closure

Draw a capital “E” with your dominant hand pointer finger on your forehead.



Group 1 (School Policy and School Organization)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>School Policy (Pasquinelli & Welshonce)</p>
<p>Strengths</p>	<ul style="list-style-type: none"> ● Anti-Discrimination policy is in place ● Communication process with policy and mission is good ● All teachers are highly qualified (PDE) ● Reporting procedures are developed and accessible ● Responsible reporting is taught to students ● PR mission statement is greatly publicized ● School activities are available to all students
<p>Opportunities</p>	<ul style="list-style-type: none"> ● PD needed with policy for consistent implementation and understanding ● Implementation improvements needed ● All teachers are not DEI highly qualified ● Clearly identified action plans related to policy implementation needed ● Development of policy in a positive manner vs negative (how to work through policy violation) ● Include a definition of equity along with inclusion ● Development of a specific equity policy ● Reporting procedures need to be more visible and shared with stakeholders ● Development of clear protocol in regards to working through reports making sure education occurs not just punishment ● Policy can be communicated more to Staff, Students and Community (PRTV or other methods) ● Inclusion of equity needs to be added to the responsible reporting lessons ● Needs to develop a clear mission statement regarding educational equity ● Need DEI equitable distribution of highly-qualified teachers



Group 2 (School Organization/Administration)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>School Organization/ Administration (Minsinger, Berezo) #2</p>
<p>Strengths</p>	<ul style="list-style-type: none"> ● People involved in planning, support, and governance are representative of the school community ● Recognized as mission critical (the goal is to pursue the mission, vision and values (MVV) within a culture of diversity, equity and inclusion) ● Advisory committee exists for school improvement ● IU Interpreters are an available resource ● Achievement reports broken down by gender ● Willingness to develop appropriate policies and programs when issues are identified ● High interaction and engagement from wide variety of district stakeholders
<p>Opportunities</p>	<ul style="list-style-type: none"> ● People involved in planning, support, and governance are representative of the school community ● Limited disaggregated data monitoring and analysis; therefore limited response based on analysis ● Training for school administrators to identify and provide leadership re: equity issues ● Admin and staff's ability to identify issues of equity ● General awareness of needs and then identifying how to address them ● Survey of skill set for identifying equity issues ● Need structures for managing school improvement and equity compliance, developmentally appropriate roll-out ● Need for breaking down achievement reports by racial, ethnic, language, and gender groups ● Analysis of recommendation for AP & Honors Level courses especially in STEM courses ● Analyzing data by ethnic group in regards to student discipline, suspensions, and expulsions and bullying or harassment ● Need for policies and programs to respond to data



Group 3 (School Climate)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>School Climate (Paczan, Hathhorn) #3</p>
<p>Strengths</p>	<ul style="list-style-type: none"> ● Emblems and mascots: Strong response to indicate a strength. ● Library - Media resources: Group feels there are online resources and other resources. Accessibility matters. Students need to be pointed in right direction. ● Resources in Different Language/Accessibility to materials/resources: Website offers translator to any language, different formats for assistive devices. Work with family translators. Look into other areas that need to be addressed and communicate resources.
<p>Opportunities</p>	<ul style="list-style-type: none"> ● Bulletin boards Display boards: Depends on which school you visit. More inclusive at the elementary/primary level. ● Interaction of school staff with each others -Students, and parents, convey a respect of people regardless of race, ethnicity, language, gender or gender identity, disability, age, religion, or socioeconomic status: Education is key. More opportunities to improve in this area. Most of time folks are not even aware of being discriminating unless you tell them/education them. Two-way opportunities: Listen to perspectives. Share when something is discriminating. Students need support from teachers. Teachers need to draw a line - pointing out: "Not acceptable." It can be hard for some to stand-up to racism, etc. Should not fall on the student's shoulders. It can be exhausting always being spokesperson for a particular ethnic group. ● Classroom Integration: Need to give a student climate survey regarding diversity, equity, inclusion, integration, etc. ● Code of Conduct: Consider different backgrounds/perspectives.Look at child's background before handing down consequences. Everyone has different starting point. ● Assemblies and Special Programs: Can be improved. We will have to rank the opportunities. This is not a weakness but falls in the middle. ● Planning for Assemblies: Have small selection of programs to choose from in the Pittsburgh-area. Important to really review the assembly. Preview it and get different points of view. Are we considering race, ethnicity, language, gender or gender identity, disability, religion, or socioeconomic status, etc. ● All Segments Participate in School Programs: Could be an area to look at. Some schools may have all segments participating. Other schools might need help to improve.



Group 4 (Staff)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>Staff (Glickman, Miller) Spokesperson: Sean Simmons</p>
<p>Strengths</p>	<ul style="list-style-type: none"> ● Given access to resources, facilities, and AP based on talent and skill ● People across positions are treated with comparable respect ● All students talked to in the same manner (Rams way assists with consistent language) ● Discipline infractions are distributed equitably
<p>Opportunities</p>	<ul style="list-style-type: none"> ● Staff members need to be more familiar with demographic groups and neighborhood ● Staff members need to communicate on a regular basis with staff members of different groups ● Staff members need to receive inservice training on diversity, equity, and inclusion ● Staff members need to be assessed with competencies in educational equity included ● While there is data to track discipline infractions, we have limited insight into day-to-day experiences that do not line up with typical data reporting (e.g. Whether or not praise is distributed equitably, whether or not some students are more likely to be informally disciplined, etc.) ● Standards for behaviors and dress are non-discriminatory (conversation about disproportionate enforcement for females over males especially at secondary) ● Staff are reflective of the student body - common challenge in education



Group 5 (Assessment/Placement)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>Assessment/Placement (Hustwit, Godino) 5</p>
<p>Strengths</p>	<ul style="list-style-type: none"> • Multiple instruments for student assessment • Procedures available to accommodate ELLs and Ss with disabilities. The group feels that this is strength for students with disabilities and ELL, students may have to request testing accommodations.
<p>Opportunities</p>	<ul style="list-style-type: none"> • Data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gender, ethnicity, disability, socioeconomic status, and geographic location • Concerned not sure if looking at this data in all assessments, such as primary grade level unit assessment. In secondary, standardized assessments look at this data, at the academic achievement and growth report. But not sure if AP exams, End of Unit assessment test, and other assessments given at grade level. We do look at disabilities at all level of testing but not sure of race, gender and the rest of these patterns. • Levels of classes, including special education, vocational education, gifted education programs, and advanced courses comprised of students who proportionately reflect the diversity within the overall student population: <ul style="list-style-type: none"> ○ Depends on class in some advanced classes have a lot of students of color, but some do not. Discussed in future classes making a effort for balances of students in a classroom to support students of color. Some subjects seem to be geared to less diversity, investigating the why of this and how to encourage students to follow their interests. Maybe there needs to be more awareness of implicit bias. Race, gender, diversity not considered when placing students. Do look at academics • Guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses • Not sure if students are encouraged, it is more just going where students have an interest. But there could be more encouragement for a student to push themselves more. But want there to be a balance. Depends on grades, guidance counselor, many variables. • Procedures available to accommodate ELLs and Ss with disabilities: Improving students self advocating for accommodations. Opportunity for increase awareness of student categories and services that we provide for them.



Group 6 (Professional Learning)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>Professional Learning (Sloan, Rose) #6</p>
<p>Strengths</p>	<ul style="list-style-type: none"> ● Diverse instructional approaches ● Access to translators/interpreters for students and staff needs when necessary ● When planned and intentional actions, staff are sensitive to stereotypes and bias ● Focus is on academic rigor at PR ● Content areas have been working on adding more culture into curriculum
<p>Opportunities</p>	<ul style="list-style-type: none"> ● Staff members receive training in culturally responsive communication and group processes to increase their effectiveness in working with diverse populations, understanding why they are receiving training, and what are the expectations for accountability post training ● Is content training offered to provide staff with curricular information and knowledge of multicultural print, non-print, and human resources available to enhance educational equity? ● Need to recognize different learning styles of students and tech to their strengths ● Need for diversity of staff to be able to provide translators for language or disability assistance ● Curriculum is inconsistent, some teachers might emphasize multicultural print while other do not ● Anti-racism coalition has been working with administration to get someone in to train staff on how to work with diverse populations.



Group 7 (Standards & Curriculum)

<p>Color Code (Green=Strong) (Yellow=Average) (Red=Weak)</p>	<p>Standards and Curriculum (Justus, Straub) #7</p>
<p>Strengths</p>	<ul style="list-style-type: none"> • Teachers have access to update curriculum • All students held to same performance standards • Students all a part of MTSS and other supports as needs are shown • Students with disabilities are included with non-disabled individuals as much as possible and appropriate to their learning needs • There have been experiences where teachers have expanded the curriculum to reflect diverse cultures
<p>Opportunities</p>	<ul style="list-style-type: none"> • Lack of diverse perspectives among racial, ethnic, language, religious, and gender groups in instructional materials and textbooks and intentional examination of others' lenses in curriculum • Unsure of teachers' level of classroom lessons to increase awareness of bias and discrimination • Lack of intentional preparatory activities for students to thrive in a diverse society and workplace (e.g. language use) • Need to work on making it best practice for teachers to expand on curriculum to reflect diverse cultures • Add to the vendor review Qs about how diverse cultures are reflected, included • Students of color could be better identified to take rigorous courses, be academically challenged • Need a more diverse representation in the staff • Curriculum needs to facilitate difficult topics that help to counter discriminating events that occurred in history



Common Language and Understandings

Key Initial Terminology to Develop Common Language and Understanding
Leads to Learning Activities for Staff and Students

Accountability	Cultural Racism	Inclusion	People of Color	Racism
Ally	Discrimination	Institutional Racism	Power	Social Justice
Anti-Racism	Diversity	Microaggression	Privilege	Structural Racism
Black Lives Matter	Equity	Movement Building	Race	White Fragility
Cultural Appropriation	Implicit Bias	Multicultural Competency	Racial Equality	White Privilege

"When we all use the same language, we have a common understanding of precisely what we mean and what's expected. Having a common language also helps to keep the focus on the principle rather than allowing the exchange to dissolve into a personal conflict. We can talk about the importance of "honoring our commitment" or "getting clear on the expectations" instead of feeling like our personal integrity is being challenged. This helps to reduce the emotion in the situation and keeps the exchange productive."

- CultureWise

<https://culturewise.com/the-power-of-a-common-language/#:~:text=When%20we%20all%20use%20the,dissolve%20into%20a%20personal%20conflict>



Audit Findings

1-3 Minute Summary of Findings by each
Breakout Group



Equity Audit Analysis

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

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



Next Steps

- Use audit results and DEI Leadership Council feedback to inform research bucket focus areas
- Develop PRSD learning activities to deepen understanding of key terminology
- Solidify goals/outcomes of the DEI strategic initiatives and key measures of progress/success
- Continue **professional development** for core and expanded teams
 - University of Pittsburgh course, Partnerships with other school districts
- Create **professional development** sessions for implementation of anti-discrimination **policy**
- Develop initial staff **professional development** February 2021

Family & Community Outreach and Partnerships	*Staff Training and Development	Student Organizations and School Culture (Student voice)	Curriculum and Instruction	*Policies, Procedures (Hiring Process/ Recruitment)
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PRSD Core & Expanded Team

February 10, 2021



Diversity, Equity, and Inclusion Leadership Council

February 11, 2021



Agenda

1. Discuss Partnership Updates
2. Review Common Language and Learning Activities
3. Share Final Preparation for February 16, 2021 Professional Development (Awareness)



DEI Leadership Council



Last Name	First Name	Organization	Building
Patterson	Dr. Russell	Parent	EHUE
Mestre	Meredith	Parent	EHUE
Lydic	Tanisha	Parent	PRHS, PRMS
Gathers	Rashard/Carla	Parent	PRHS
Hong-Bang	Susan	Parent	PRHS, PRMS
Plowey	Michelle	Parent	PRMS
Dhagat	Hetal	Parent	RES
Smalley	Darrell	Parent	WES
Stearns	Sofya	Parent	WES
Justus	Kristen	PRSD	Admin
Pasquinelli	Michael	PRSD	Admin
Miller	Brian	PRSD	Admin
Glickman	Brian	PRSD	Admin
Hustwit	Noel	PRSD	Admin
Hathhorn	Rachel	PRSD	Admin
Bryant	Danielle	Student	PRHS
Blackwell	Peter (P.J.)	Student	PRHS
Lachimia	Alexander (A.J.)	Student	PRHS
Siegal	Andrew	Student	PRHS
Amr	Zeyad	Student	PRHS

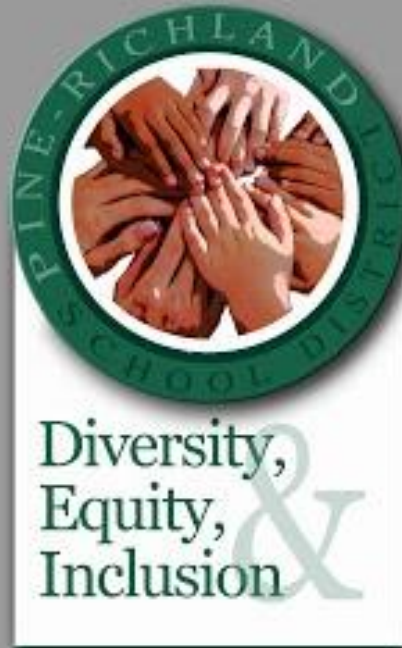
Last Name	First Name	Organization	Building
Miller	Jennifer	PRSD	EHUE
Mesin	Angela	PRSD	EHUE
Berezo	Nicole	PRSD	EHUE
Shenefiel	Beth	PRSD	EHUE
Godino	Tammy	PRSD	HES
Simmons	Sean	PRSD	PRHS
Perko	Mary	PRSD	PRHS
Bowman	Nancy	PRSD	PRHS
Straub	Leslie	PRSD	PRHS
Switala	Dr. Michelle	PRSD	PRHS
Jones	Tricia	PRSD	PRMS
Minsinger	Jacob	PRSD	PRMS
Rose	Michael	PRSD	PRMS
Welshonce	Carolyn	PRSD	PRMS
Gayle	Terree	PRSD	PRMS
Rowe	Kristen	PRSD	PRMS
Paczan	Maura	PRSD	Pupil Services
Sloan	Jenna	PRSD	RES
Jewart	Stephanie	PRSD	RES
Firmin	Joanna	PRSD	WES
Meyer	Dr. Carla	School Board Director	School Board Director
Lyons	Peter	School Board Director	School Board Director
Swope	Kasia	School Board Director	School Board Director
Casciani	Marc	School Board Director	School Board Director



Partners in Planning and Action

- **Pine-Richland Black and Brown Families**
- **University of Pittsburgh** - *PittEd Justice Collective* - Dr. Valerie Kinloch, Dean of the School of Education
- **Vanderbilt University** - Dr. Rich Milner, Professor & Author (*Start Where You Are but Don't Stay There*)
- **Duquesne University** - *Interrupting the Trauma of Societal Inequality*
- **Anti-Defamation League (ADL)** - *No Place for Hate* - Alana Bandos, Education Director
- **Point Park University** - Dr. Stanley Denton, Professor of Education
 - Multicultural education, human relations and social psychology
 - Seminar leader and speaker on diversity, educational issues and conflict resolution
 - Worked with Fred Rogers
 - Former Program Officer for Multicultural Education for Pittsburgh Public Schools
 - Created model for incorporating diversity across the curriculum
- **Penn State University** - Dr. Gary Abdullah, Assistant Dean of Diversity and Inclusion, Donald P. Bellisario College of Communications, and Charleon Jeffries, Director of Diversity, Equity and Inclusion for Penn State's Division of Development and Alumni Relations; and "*Diversity and Inclusion Networking Event: Leadership Through Social Justice-A Workplace Lens*" Webinar (multiple panelists)
- **South Fayette** - Dr. Charles Herring, Director of Diversity, Equity, and Inclusion
- **Sewickley Academy** - Dr. Christine Herring, DEI Consultant
- **REImagine Education Group (REG)** - Sean Kreyling and Namita Tolia
- **Allegheny Intermediate Unit (AIU3)** Director of Diversity, Equity, and Inclusion (TBD ≈ 2 months)

Testimonial Video (Open Letter Excerpts)



<https://youtu.be/asoyiAoZWaE>



Breakout Rooms

1. Discuss Common Language Learning Activities
2. Gather input on [February 16 In-Service Plans](#)
3. Prepare to Share with Large Group



Common Language and Understandings

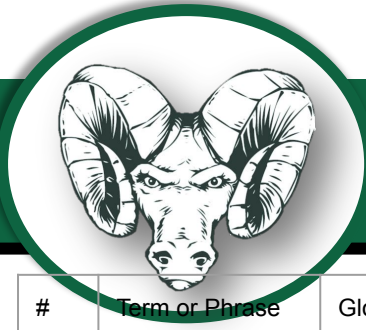
Key Initial Terminology to Develop Common Language and Understanding
Leads to Learning Activities for Staff and Students

Accountability	Cultural Racism	Inclusion	People of Color	Racism
Ally	Discrimination	Institutional Racism	Power	Social Justice
Anti-Racism	Diversity	Microaggression	Privilege	Structural Racism
Black Lives Matter	Equity	Movement Building	Race	White Fragility
Cultural Appropriation	Implicit Bias	Multicultural Competency	Racial Equity	White Privilege

"When we all use the same language, we have a common understanding of precisely what we mean and what's expected. Having a common language also helps to keep the focus on the principle rather than allowing the exchange to dissolve into a personal conflict. We can talk about the importance of "honoring our commitment" or "getting clear on the expectations" instead of feeling like our personal integrity is being challenged. This helps to reduce the emotion in the situation and keeps the exchange productive."

- CultureWise

<https://culturewise.com/the-power-of-a-common-language/#:~:text=When%20we%20all%20use%20the,dissolve%20into%20a%20personal%20conflict>



- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Learning Activity	Core Team Member
1	Social Justice	The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest. [Oxford Reference / Oxford University Press]	To ensure the protection of equal rights, by creating a safe and secure environment with fair opportunities and well-being for all. Social Justice	Maura Paczan
2	Equity	The provision of providing varying levels of support, based on specific need, to achieve greater fairness of treatment and outcomes. Longley, Robert. "Equity vs. Equality: What Is the Difference?" ThoughtCo, Oct. 30, 2020, thoughtco.com/equity-vs-equality-4767021.	A guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Different levels of support may need to be provided to ensure an "equal playing field" is provided for all. Thought Exercises	Pasquinelli
3	Accountability	Ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible.	The Danger of Silence TED Talk Resources - White Accountability "Take a pledge" or make a commitment as individuals, to hold ourselves accountable to DEI principles and expectations. Post somewhere visible to you on a daily basis as a positive reminder.	Sloan
4	Ally	Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice.	Allyship is when someone commits to doing the following: 1. recognize your implicit biases , and your privileges 2. educate yourself about systemic racism, 3. Listen, listen, listen 4. Speak up against racism/racist acts, 5. Show up for the cause. Article on How to Be An Ally for BLs	Leslie Straub
5	Anti-Racism	Defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.	Learning activity 21 Day challenge	Jen Miller



Common Language

• [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Learning Activity	Core Team Member
6	Black Lives Matter	A political movement to address systemic and state violence against African Americans.	#Blacklivesmatter was started by 4 black moms worried about their children being treated unjustly by the systems of our country. This was ignited by the unjust murders of young black people by law enforcement and community members acting as law enforcement. #BLM describes itself as a decentralized network aiming to build the leadership and power of black people. What does this mean to our community? This means that PR needs to show up for our community members of color and invest in building leadership in black and brown students. TedTalk	Leslie Straub
7	Cultural Appropriation	Theft of cultural elements for one's own use, commodification, or profit often without understanding, acknowledgement, or respect for its value in the original culture.	Ensuring that transculturation (healthy exchange of cultural elements in a shared, collaborative manner) is the foundation of power-balanced cultural exchange in which our students, graduates, staff, and community engage versus appropriation through dominance or exploitation (imposed; imbalance of power).	Kristen Justus
8	Cultural Racism	Representations, messages and stories conveying the idea that behaviors and values associated with white people or "whiteness" are automatically "better" or more "normal" than those associated with other racially defined groups.	Societal beliefs and customs that promote the assumption that the behaviors and values of White culture are superior to those of non-White cultures. These beliefs become a subconscious truth that reinforce negative implicit biases and become embedded into oppressive policies, norms, and our interactions with others.	Tammy Godino
9	Discrimination	The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.	Inappropriate, unequal or harmful treatment of people because of their actual or perceived group membership based on characteristics of race, gender, social class, sexual orientation, physical ability, religion, and other categories. This may include both overt and covert behaviors, microaggressions, or indirect or subtle behaviors that reflect negative attitudes or beliefs about a non majority group (adapted from NASP, 2019).	Maura Paczan
10	Diversity	Diversity includes all the ways in which people differ, encompassing all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.	Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender—the groups that most often come to mind when the term "diversity" is used—but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values. Source: UC Berkeley Center for Equity, Inclusion and Diversity, " Glossary of Terms " (page 34 in 2009 Strategic Plan).	Pasquinelli



Common Language

- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Learning Activity	Core Team Member
11	Implicit Bias	Negative associations that people unknowingly hold, expressed automatically, without conscious awareness. Also known as 'unconscious' or 'hidden' bias	Judgments that people unknowingly hold and express automatically in favor of and against groups of people. These biases may not align with stated beliefs, but they still affect how we act toward others. These biases can be changed and unlearned over time. Implicit bias learning activities: <ol style="list-style-type: none"> 1. View this video 2. Take the implicit bias test 3. Reflect on your individual results. 	Jacob Minsinger
12	Inclusion	Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.	Engaging, valuing and respecting all groups and including all groups as essential partners (participating, planning and decision making). Inclusive experiences can be informal (play dates, parties, clubs, etc.) or formal (curriculum planning, hiring process, etc.) Thought Exercises	Pasquinelli
13	Institutional Racism	Ways in which institutional policies and practices create different outcomes for different racial groups.	LINK to an article and video to view and discuss: Prompts for discussion: <ol style="list-style-type: none"> 1. What are examples of institutional racism in the school system? 2. How do you think institutional racism impacts the culture and community of PRSD? 	Sloan
14	Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.	Verbal and nonverbal actions, intentional or unintentional, that convey a message of hostility and negativity towards a marginalized group. https://www.youtube.com/watch?v=ZahtlxW2CIQ	Michael Rose
15	Movement Building	The effort of social change agents to engage power holders and the broader society in addressing a systemic problem or injustice while promoting an alternative vision or solution.	Challenges such as racial inequity in education are complex and require a variety of stakeholders to identify and contribute to solving the problem. Movement building refers primarily to the act of bringing diverse stakeholders together for a common cause; this is significant to our work in PRSD because many of the people in positions of power are not impacted directly by the problem itself.	Brian Glickman



Common Language

- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Learning Activity	Core Team Member
16	Multicultural Competency	A process of learning about, and becoming allies with, people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process.	Multicultural competency is a skill to be developed in all Pine-Richland Graduates, which embeds learning about other people and the diverse cultures both inside and outside of the PR bubble, allowing students to respectfully and empathetically participate and advocate in the global society. (connection to intersectionality in terms of cultural identities of individuals)	Kristen Justus
17	People of Color	Often the preferred collective term for referring to non-White racial groups.	Non-white racial groups; helpful to use when reviewing disaggregated student and staff data. For example, "In PRSD, roughly 13% of our students are of color, while just about 2% of our staff is of color."	Brian Glickman
18	Power	Some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Learning to "see" and understand relations of power is vital to organizing for progressive social change. Racism cannot be understood without understanding that power is not only an individual relationship but a cultural one, and that power relationships are shifting constantly.	Power learning activity	Jen Miller
19	Privilege	Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.).	Unearned social power that society gives to the dominant group. In terms of race, white people have been given privilege over people of color. Simply put, privilege is "an advantage or set of advantages that you have that others do not" (Oluo, 2019, <i>So You Want to Talk About Race</i>).	Jacob Minsinger
20	Race	A made-up social construct, not an actual biological fact. Racial categorization schemes were invented by scientists to support worldviews that viewed some groups of people as superior and some as inferior.	The Origin of Race in the USA	Tammy Godino



Common Language

- [Link to Glossary of Terms](#)

#	Term or Phrase	Glossary Definition	PRSD Learning Activity	Core Team Member
21	Racial Equity	The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.	Equity and Equality	Noel Hustwit
22	Racism	One group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.	https://www.youtube.com/watch?v=rBWImda1Zig	Michael Rose
23	Structural Racism	The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color.	(3 min video overview) .	Brian Miller
24	White Fragility	A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These behaviors, in turn, function to reinstate white racial equilibrium.	Seeing White Fragility	Noel Hustwit
25	White Privilege	The unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white.	Building on the definition of privilege (# 19), an advantage or set of advantages experienced by 87% of our students and 98% of our staff based on being white (e.g., housing, education, jobs, wages, wealth). First row of seats if assigned alphabetically would advantage by last name. If we put a garbage can in the front of the room and assigned grades based on tossing a crumpled paper into the can, who would want to sit in the back?	Brian Miller



Breakout Room Reflections

Next meeting: April 2021



Expanded Team

March 4, 2021



Agenda Items

- #Handprintshealfootprints Sharing
- Action Since Last Meeting
- School-Based Teams - Next Steps
- Common Language Structure (Breakout Sessions for DEIL)
- IDPR Recommendations and Policy
Implementation/Development (Breakout Sessions for DEIL)
- DEI Leadership Council - April Meeting Date (April 15?)



AIU - Director of Diversity, Equity, and Inclusion

AIU Hires New Director of Diversity, Equity and Inclusion

Mr. Michael Jones will be the first in the newly created position.

Homestead – March 1, 2021 – The Allegheny Intermediate Unit (AIU) is pleased to announce that Mr. Michael Jones has been hired as the organization’s new director of diversity, equity and inclusion (DEI). In his capacity as a member of the AIU’s Executive Leadership Team, Mr. Jones will design and implement organization-wide DEI efforts and help shape a healthy and inclusive culture where everyone can grow and thrive. **He will also serve school districts and deliver DEI learning opportunities to educators in Allegheny County.**

The new executive-level position is part of the AIU’s larger effort to provide leadership in the area of diversity, equity and inclusion. The AIU’s Board of Directors unanimously approved Mr. Jones’ appointment at its February 22 meeting. He is scheduled to begin on March 22.





Action/Updates Since Last DEI Leadership Meeting

- Social Media Posts (#Handprintshealfootprints)
- 335 Teacher In-Service
- The HS library website has been updated, there is a section dedicated to [diverse perspectives in literature](#).
- The MS GATE teachers developed a classroom Padlet to share information about black history heroes. This was a brief research project built around Somebody, Wanted, But, So. A hero, with a goal who overcame challenges so others would benefit.
- Black Student Union video presented during activity period to all 9-12 students.
- HS English teachers have asked all HS staff members to help them review new books that will be shared with students or integrated into the curriculum. The theme is author diversity. After staff members read the books they are submitting a brief summary. HS librarian helped identify the books.



[BSU Black
History Video -
Activity Period](#)

Action/Updates Since Last DEI Leadership Meeting

- Mosaic Murals at the K-3 level with prominent figures with gallery walks, connected to research
- Assured literature experiences by grade level K-3 to discuss an aspect of D, E, and/or I
- Grade 5 leveraged murals and connected this to research on historical figures
- EHUE library featured Coretta Scott King award winners and black authors and illustrators





School-Based Teams

Hance	Richland	Wexford	Eden Hall	Middle School	High School
Tammy Godino	Stanko, Kristen	Firmin, Joanna	Jennifer Miller	Michael Rose	Jennifer Fink
Carin Liberati	Jewart, Stephanie	Amigh, Krista	Lauren Hawrylak	CC Kelly	Ann Gollapudi
Holly Wetherholt	Kmec, Kaitlin	Skirpan, Ellen	Erin Clark	Kristen Rowe	Emily Mazzant
Merris Hoppe	Speal, Mike	Campbell, Kim	Barri Holland	Dave Kristofic	Scott McKown
Greta Kuzilla	Sloan, Jenna	Clarkson, Andrea	Kim Baney	Jacob Minsinger	Elissa Mitchell
Misty Smith	Molitor, Amy	Jankowski, Jennifer	Kelly Lander	Tricia Jones	Sandy Petrocochino
Alicia Round	Ferris, Paula	Newmeyer, Allie	Nicole Berezo	Carolyn Welshonce	John Simko
	Tansimore, Carly	Breen, Katie	Steve Smith	Terree Gayle	Leslie Straub
PRVA		Doane, Leslie	Joe Domagala		Michelle Switala
Novak, Jenn		Franitti, Michelle	Beth Shenefiel		Mary Perko
Giran, Paula		Papas, Brittany	Angela Mesin		Lil Glaser-Golin
		Gustafson, Kelly	Terry Wentz		Emily Walker
			Para TBD		Len Caric (LTS)



School-Based Teams - Next Steps

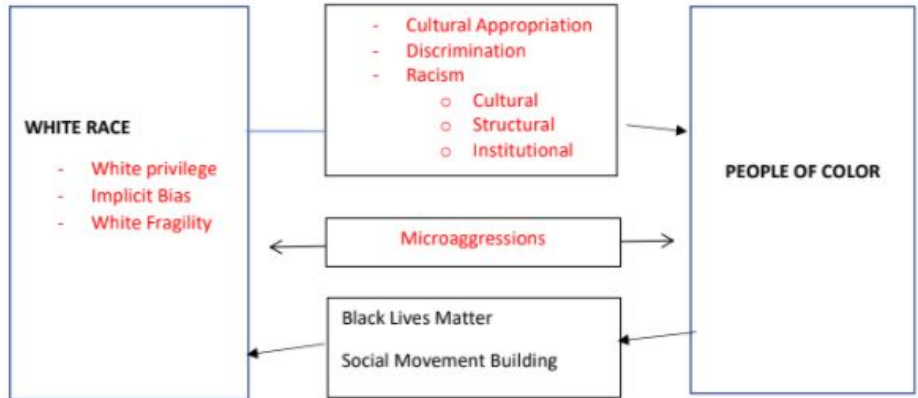
- Keep the momentum going with the staff and leverage the building-based team to highlight growth and progress (e.g. highlighting handprints; discussing the progress on Slides 70-71 and highlight learning opportunities/improvements)
- Continuing the exposure points and opportunities for discussion, help to keep it on the forefront, underscore the importance, and allow for increased levels of comfort, buy-in, and sustainability through the culture
- Increase buy-in through the passionate others on the building-based teams to reinforce value and share the ownership of the initiative
- Embedded professional development opportunities (e.g. shared TedTalks and resources) for education and awareness



Common Language Structure

Breakout Group 1

POWER

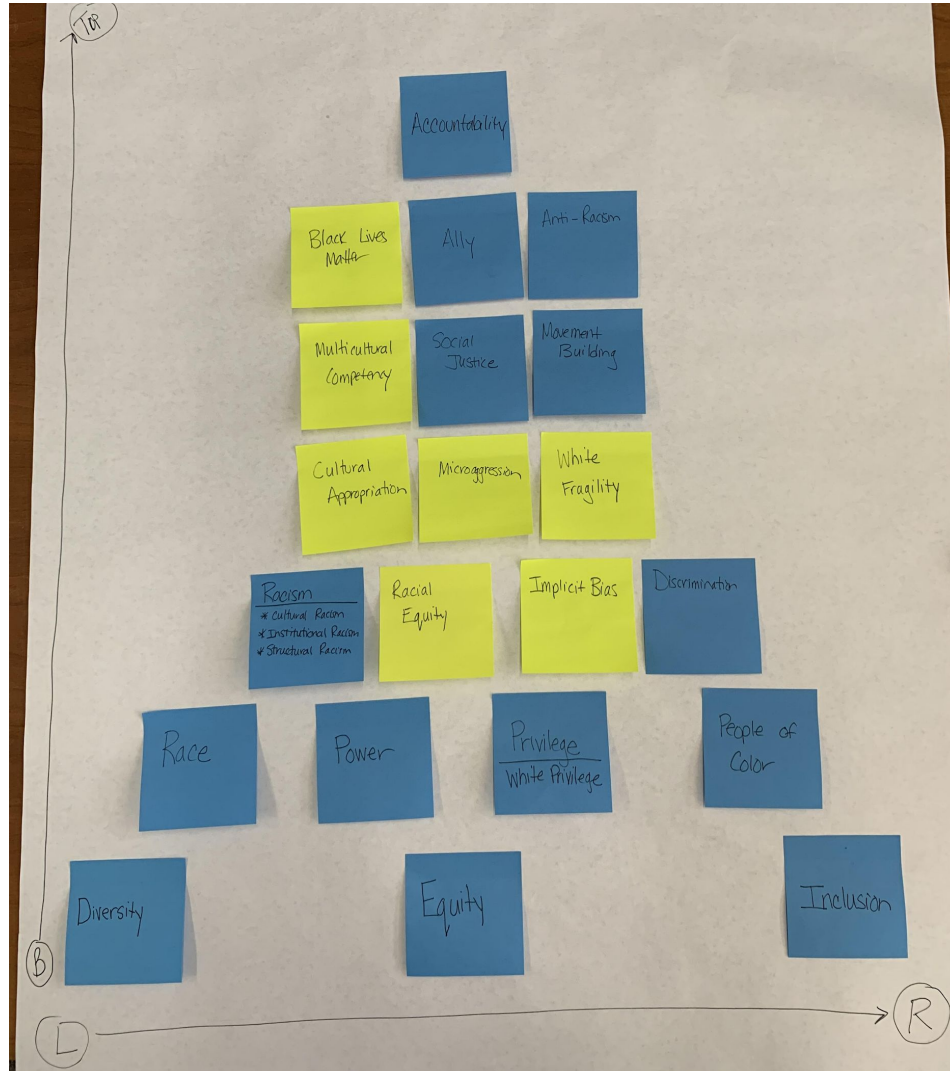


- SOCIAL JUSTICE**
- Diversity
 - Equity
 - Inclusion
 - Racial Equality
 - Anti-Racism

- DISTRICT GOALS**
- Awareness
 - Educational Equity
 - Accountability
 - Multicultural Competence
 - How to be an Ally
 - Courage to have difficult conversations



Common Language Structure





Academic Leadership Council

March 18, 2021



Agenda

- Reinforce Diversity, Equity, and Inclusion as a key strategic initiative
- Review action to date
- Share IDPR recommendations
 - Think about your department and the overlap with others
- Breakout Rooms for action plan review/discussion
- Large group sharing of next steps





Achieve the Mission within a Culture of DEI

PR Pine-Richland School District

MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

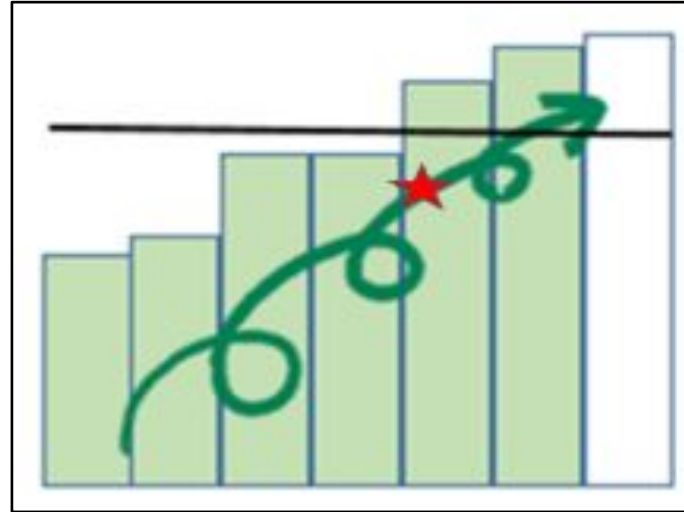
VISION

VALUES

Personal Growth represents a belief in the whole person and development academically, socially, emotionally and physically.
 Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths."
 Innovation represents breakthrough change through problem solving and critical thinking.
 Diverse Opportunities capture the importance of opportunities in a wide range of choices in academics, athletics, arts and activities.
 Engagement reflects the degree to which students, staff, parents, and community are part of the school district.

Pine-Richland School District | 702 Warrendale Road | Gibsonia, PA 15109-6000 | 781-489-7777

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PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS



Action/Updates Since Last DEI Leadership Meeting

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		Papas, Brittany	Angela Mesin		Tracy Kuchnicki
			Terry Wentz		Emily Walker
Giran, Paula			Para TBD		Len Caric (LTS)
		Gustafson, Kelly			Zerlina Ushery (LTS)



In-Depth Program Review Recommendations

English Language Arts

Library

Music

Social Studies

Policy Implementation and Development



Policy Design and Implementation [Take time to read the ARs]

- Policy 103 Nondiscrimination/Title IX
 - [Administrative Regulations A](#) - Nondiscrimination in School and Classroom Practice
 - [Administrative Regulations B](#) - Nondiscrimination in School and Classroom Practice - Gender and Gender Identity
 - [Administrative Regulations C](#) - Title IX Sexual Harassment Procedures and Grievance Process

NEW PA School Board Association (PSBA) Policy 832 Educational Equity

- Being developed and shared with School Board

Breakout Group 2

Annual Staff, Student, Parent Satisfaction Surveys

- Demographic Information
- Additional DEI Questions

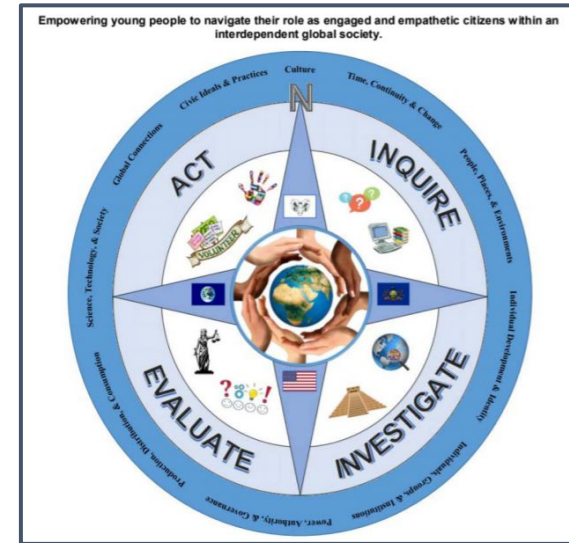


IDPR Recommendations Linked to DEI

Breakout Group 3

Social Studies

- Promote cultural literacy and **respect for others and their views, challenging personal perceptions** and familiar experiences (e.g. PR Bubble).
 - Building empathy and understanding through **discussion of diversity, social justice, and equity**. The bubble and beyond: Understanding the opportunities and challenges of context that are connected to any community (e.g. PR Bubble). Systematically address current events as a strategy to promote engagement and help students see the relevance of Social Studies in daily life. Model critical stance through think-alouds and questioning techniques. Develop skills to question and evaluate sources in order to make informed decisions or to establish a stance/opinion. **Enhance teachers' comfort in managing class discussions and diverse viewpoints, while eliminating their own bias.** Tackling the tough - and potentially controversial - issues.
- Promote civic competence and **engagement** through school government, local government, politics and politicians that may include co- and extracurricular activities (e.g., Governor's Civic Engagement Award, Model UN, speakers, etc.).





IDPR Recommendations Linked to DEI

Breakout Group 4

English Language Arts

- Increase opportunities for **student choice**, ownership and agency in texts that they read and the products that they create when reading, writing, speaking and listening to engage students through motivation.
- 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., **cultural relevance, cultural diversity, time-periods, student interest, 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.



IDPR Recommendations Linked to DEI

Breakout Group 5

Library

- Revise the current PRSD Library curriculum to incorporate **The Model Curriculum for Learners in Pennsylvania School Libraries (2019)** and align with the American Association of School Librarians (AASL) National School Library Standards for Learners, School Librarians, and School Libraries (2018) including K-12 evaluation of skills and competencies for all grade levels.
- Maintain a high-quality, up-to-date, **diverse resource collection** that supports the content area curriculum and student interests.





IDPR Recommendations Linked to DEI

Breakout Group 6

Music

- **Recommendation #2:** Curriculum and Standards: Infuse the National Common Core Arts Standards and Pennsylvania Arts & Humanities Standards within the Music Department curriculum and ensure vertical alignment and progression according to the suggested competencies by sub-discipline (e.g. General Music, Composition/Theory, Music Technology, Guitar/Keyboarding/Harmonizing Instruments, & Ensemble) and through the four functions: (a) create, (b) perform, (c) **respond**, and (d) **connect**.
 - **Music curriculum** should be crafted and delivered considering factors such as brain development, **culture** and broad range of student interests and strengths, thus allowing for an optimal and holistic music experience (NAfME, 2009; Strong, 2019; Norton, 1979; Feierabend, 1995; Gonyou-Brown, 2019; Reimer, 2003).
 - “A well-rounded and comprehensive music education program, as envisioned in the 2014 National Music Standards, should exist in every American school; should be built on a **curricular framework that promotes awareness of, respect for, and responsiveness to the variety and diversity of cultures**; and should be delivered by teachers whose **culturally responsive** pedagogy enable them to successfully design and implement such an inclusive curricular framework” (NAfME, 2017).





April DEI Leadership Council

- Student, Staff, and Parent Annual Survey - Demographic
- Adding specific questions (2) related to DEI for all groups
- Policy Feedback
- Common Language Feedback
- IDPR Next Steps



Diversity, Equity, and Inclusion Leadership Council

April 15, 2021



Agenda Items

- #Handprintshealfootprints Sharing
- Mr. Michael Jones, AIU Director of Diversity, Equity, and Inclusion
- Action Since Last Meeting
- School-Based Teams
 - K-3 - Jenna Sloan
 - 4-6 - Beth Shenefiel
 - 7-8 - Jacob Minsinger
 - 9-12 - Nancy Bowman
- Breakout Sessions:
 - Common Language Structure
 - IDPR Recommendations
 - Policy Implementation/Development



Agreements and Language

Agreements

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

Language

- Black and Brown Students
- Students of Color
- Diversity
- Equity
- Inclusion
- Racism (explicit)
- Racism (systemic/institutional)
- Anti-Racism



Handprints Heal Footprints

- Dr. Herring, South Fayette SD
- #Handprintshealfootprints
- Commitment Activity
 - a. **Trace** your handprint on a piece of paper
 - b. **Personalize** your handprint through color and design
 - c. **Write** a commitment statement related to DEI in the palm of your hand

Examples:

“I will read more about DEI to deepen my personal understandings.”

“I will reflect on each of my lessons through the lens of DEI and make appropriate adjustments.”

“I will introduce my students to a diverse group of authors and give them more choices in selecting their reading.”



Shared with us from our colleagues at South Fayette



Achieve the Mission within a Culture of DEI

PR Pine-Richland School District

MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

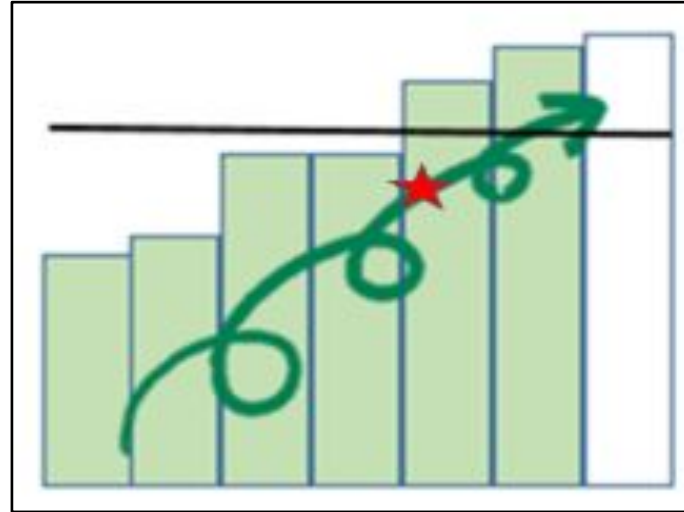
VISION

VALUES

Personal Growth represents a belief in the whole person and development academically, socially, emotionally and physically.
 Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths."
 Innovation represents breakthrough change through problem solving and critical thinking.
 Diverse Opportunities capture the importance of opportunities in a wide range of choices in academics, athletics, arts and activities.
 Engagement reflects the degree to which students, staff, parents, and community are part of the school district.

Pine-Richland School District | 702 Warrendale Road | Gibsonia, PA 15109-6000 | 781-489-7777

+



=

Teaching & Learning

Student Progress & Engagement

Workforce

Finance & Operations

Pursuit of Excellence



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

“Focus on learning for every student every day.”

702 WARRENDALE RD., GIBSONIA, PA 15044



AIU - Director of Diversity, Equity, and Inclusion

AIU Hires New Director of Diversity, Equity and Inclusion

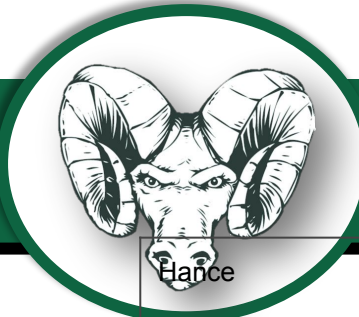
Mr. Michael Jones will be the first in the newly created position.

Homestead – March 1, 2021 – The Allegheny Intermediate Unit (AIU) is pleased to announce that Mr. Michael Jones has been hired as the organization’s new director of diversity, equity and inclusion (DEI). In his capacity as a member of the AIU’s Executive Leadership Team, Mr. Jones will design and implement organization-wide DEI efforts and help shape a healthy and inclusive culture where everyone can grow and thrive. **He will also serve school districts and deliver DEI learning opportunities to educators in Allegheny County.**

The new executive-level position is part of the AIU’s larger effort to provide leadership in the area of diversity, equity and inclusion. The AIU’s Board of Directors unanimously approved Mr. Jones’ appointment at its February 22 meeting. He is scheduled to begin on March 22.



School-Based Teams



Hance	Richland	Wexford	Eden Hall	Middle School	High School
Tammy Godino	Stanko, Kristen	Firmin, Joanna	Jennifer Miller	Michael Rose	Jennifer Fink
Carin Liberati	Jewart, Stephanie	Amigh, Krista	Lauren Hawrylak	CC Kelly	Ann Gollapudi
Holly Wetherholt	Kmec, Kaitlin	Skirpan, Ellen	Erin Clark	Kristen Rowe	Emily Mazzant
Merris Hoppe (parent)	Speal, Mike	Campbell, Kim	Barri Holland	Dave Kristofic	Scott McKown
Greta Kuzilla	Sloan, Jenna	Clarkson, Andrea	Kim Baney	Jacob Minsinger	Elissa Mitchell
Misty Smith	Molitor, Amy	Jankowski, Jennifer	Kelly Lander	Tricia Jones	Sandy Petrocochino
Alicia Round	Ferris, Paula	Newmeyer, Allie	Nicole Berezo	Carolyn Welshonce	John Simko
	Tansimore, Carly	Breen, Katie	Steve Smith	Terree Gayle	Leslie Straub
PRVA		Doane, Leslie	Joe Domagala		Michelle Switala
Novak, Jenny		Franitti, Michelle	Beth Shenefiel		Mary Perko
		Papas, Brittany	Angela Mesin		Tracy Kuchnicki
			Terry Wentz		Emily Walker
Giran, Paula			Para TBD		Len Caric (LTS)
		Gustafson, Kelly			Zerlina Ushery (LTS)



Action/Updates Since Last DEI Leadership Meeting

- Social Media Posts (#Handprintshealfootprints)
- 335 Teacher In-Service ([Commitments Example](#))
- The HS library website has been updated, there is a section dedicated to [diverse perspectives in literature](#).
- The MS GATE teachers developed a classroom Padlet to share information about black history heroes. This was a brief research project built around Somebody, Wanted, But, So. A hero, with a goal who overcame challenges so others would benefit.
- Black Student Union video presented during activity period to all 9-12 students.
- HS English teachers have asked all HS staff members to help them review new books that will be shared with students or integrated into the curriculum. The theme is author diversity. After staff members read the books they are submitting a brief summary. HS librarian helped identify the books.



[BSU Black History Video - Activity Period](#)



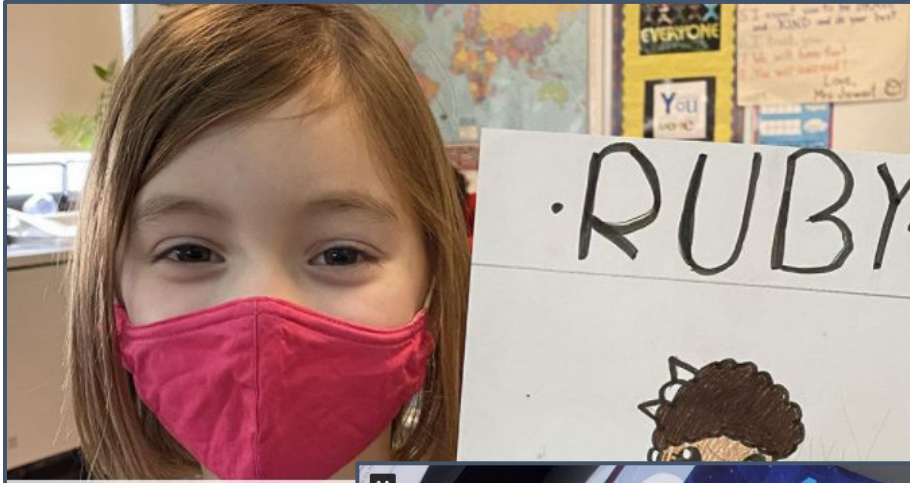
Action/Updates Since Last DEI Leadership Meeting

- Mosaic Murals at the K-3 level with prominent figures with gallery walks, connected to research
- Assured literature experiences by grade level K-3 to discuss an aspect of D, E, and/or I
- Grade 5 leveraged murals and connected this to research on historical figures
- EHUE library featured Coretta Scott King award winners and black authors and illustrators
- Avonworth Speaker Candi Castleberry-Singleton
- April 5, 2021 In-Service - Building-based team DEI Activities
- April 14th Staff Communication: *Staff Information: The district's [religious holiday guide for 2021-2022](#) is available for review as you prepare for the next school year. Please use it as a guide to be cognizant of the holidays our diverse community may observe as you schedule programs, projects, exams, and more.*

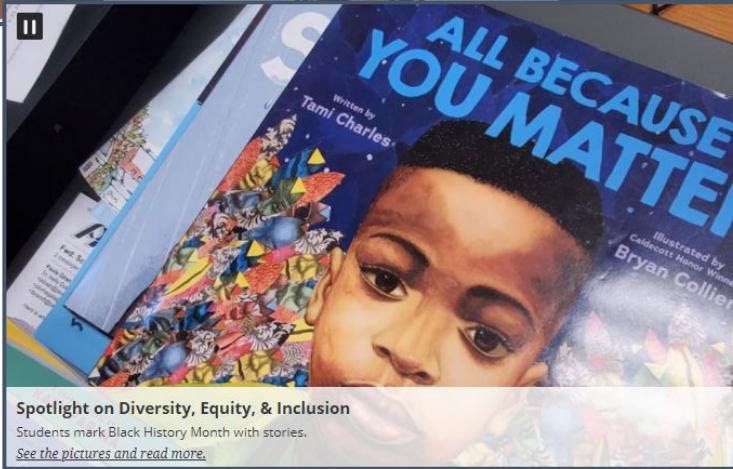




Revised PRSD Diversity, Equity, & Inclusion Website



[Link to Website](#)



Spotlight on Diversity, Equity, & Inclusion
Students mark Black History Month with stories.
[See the pictures and read more.](#)





Ongoing Opportunities

External

- National Events (e.g. Chauvin Trial; Minnesota)
- Anti-Asian Hate Crimes
- Local District Social Studies Assignment

Pine-Richland Specific

- Social Media Posts (e.g. blackface)
- Sarris Candy Fundraiser
- Black Student Union Video
- Anti-Racism Coalition Survey Request to PREA





Breakout Rooms

- Common Language Structure
- IDPR Recommendations
- Policy Implementation/Development & Hiring Process - Recruitment/Retention/Survey



Common Language and Understandings

Breakout Group 1

Key Initial Terminology to Develop Common Language and Understanding Leads to Learning Activities for Staff and Students

Accountability	Cultural Racism	Inclusion	People of Color	Racism
Ally	Discrimination	Institutional Racism	Power	Social Justice
Anti-Racism	Diversity	Microaggression	Privilege	Structural Racism
Black Lives Matter	Equity	Movement Building	Race	White Fragility
Cultural Appropriation	Implicit Bias	Multicultural Competency	Racial Equity	White Privilege

"When we all use the same language, we have a common understanding of precisely what we mean and what's expected. Having a common language also helps to keep the focus on the principle rather than allowing the exchange to dissolve into a personal conflict. We can talk about the importance of "honoring our commitment" or "getting clear on the expectations" instead of feeling like our personal integrity is being challenged. This helps to reduce the emotion in the situation and keeps the exchange productive."

- CultureWise

<https://culturewise.com/the-power-of-a-common-language/#:~:text=When%20we%20all%20use%20the,dissolve%20into%20a%20personal%20conflict>

Discussion Points

- **Common Language Decisions:**

- Number of Terms to Rollout
- Pace of Term Rollout
- Prioritization/Sequence of Term Rollout
- PD Opportunities - Core Team Coordinated but Building Led?
- Creation of a Mini-Glossary (Our 25) or Links to the [Racial Equity Toolkit](#) in Full?

- **Common Language Resources/Guides:**

- Racial Equity Toolkit Glossary
- Best Practices & Approaches from other Organizations

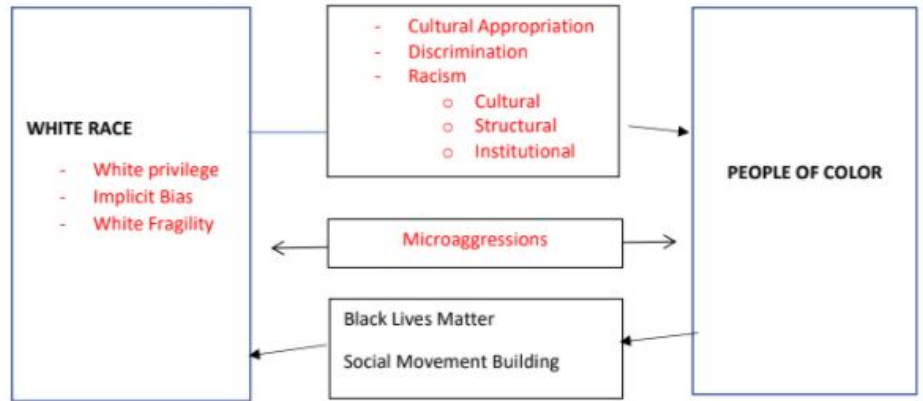




Common Language Structure

Breakout Group 1

POWER



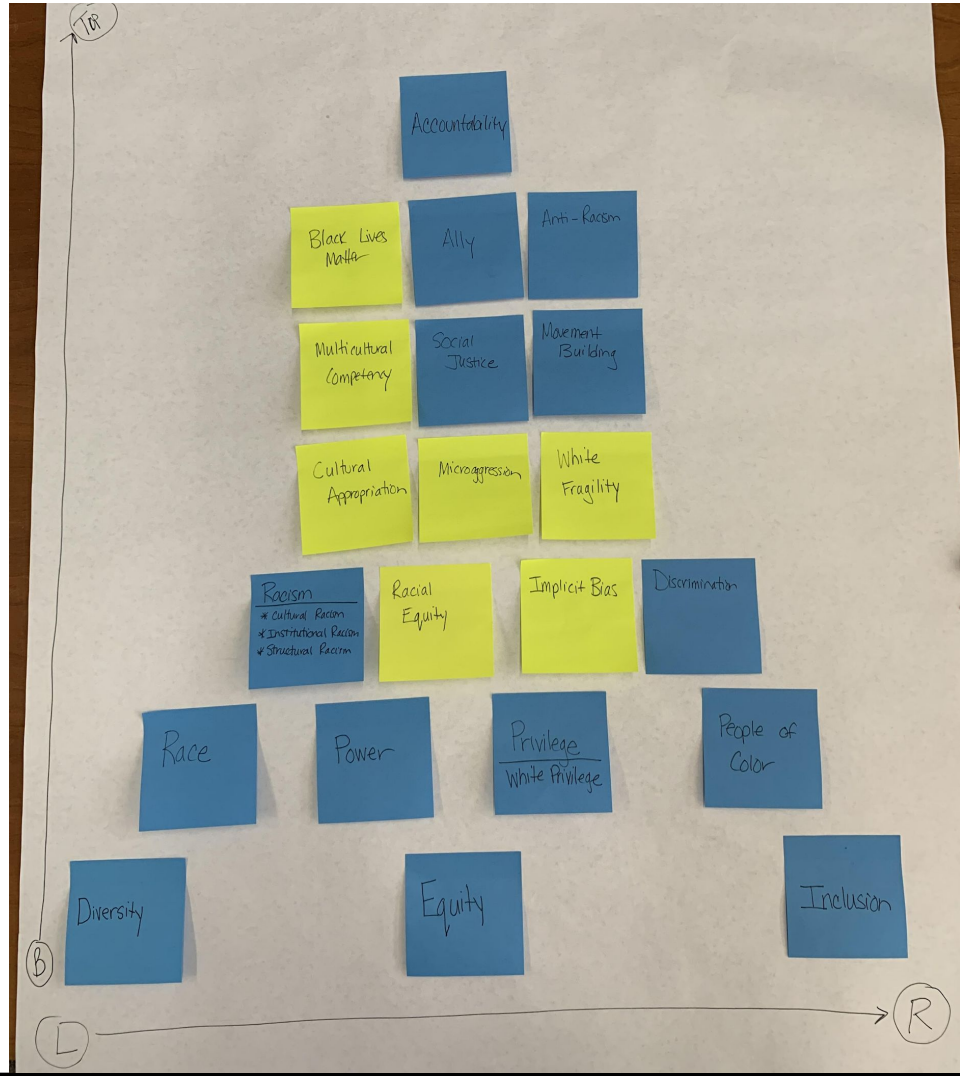
- SOCIAL JUSTICE**
- Diversity
 - Equity
 - Inclusion
 - Racial Equality
 - Anti-Racism

- DISTRICT GOALS**
- Awareness
 - Educational Equity
 - Accountability
 - Multicultural Competence
 - How to be an Ally
 - Courage to have difficult conversations



Common Language Structure

Breakout Group 1



Policy Implementation and Development



Breakout Group 2

Policy Design and Implementation

- Policy 103 Nondiscrimination/Title IX
 - [Administrative Regulations A](#) - Nondiscrimination in School and Classroom Practice - Race, color, age, creed, religion, sex, gender or gender identity, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability
 - [Administrative Regulations B](#) - Nondiscrimination in School and Classroom Practice - Gender and gender identity
 - [Administrative Regulations C](#) - Title IX Sexual Harassment Procedures and Grievance Process

NEW PA School Board Association (PSBA) [Policy 832](#) Educational Equity

- Being developed and shared with School Board



Annual Stakeholder Survey

Breakout Group 2

- **Annual Satisfaction Survey**
 - Parents, Staff, Students (Grades 3,5,8,12)
- **Sample Parent Questions**
 - Q24: I feel that my child is safe at school.
 - Q25: My child's school culture is positive and conducive to learning.
 - Q31: In general, I believe my child is well prepared for college, technical school, or other postsecondary opportunities (Grades 11 – 12 Only).
 - Q48: When I provide feedback to my child's teacher, they are receptive and responsive to the discussion.
 - Q54: There are many ways for me to be involved at PR.
 - Q55: I am proud to be a part of PR.
- **Adding Demographic Information to Disaggregate by Race, Gender**

Annual Staff, Student, Parent
Satisfaction Surveys

- Demographic Information
- Additional DEI Questions



Annual Stakeholder Survey

Breakout Group 2

- **Sample Staff Questions**

- Q21: District leaders encourage me to focus on the whole child (i.e., academic, social, and emotional development).
- Q22: District leaders respect diversity in the school community.
- Q35: Building leaders encourage me to focus on the whole child (i.e., academic, social, and emotional development).
- Q36: Building leaders respect diversity in the school community.
- Q56: Staff members in my school respect diversity.

- **Sample Student Questions**

- Q33: I enjoy going to school to learn.
- Q35: My school has a positive environment.
- Q36: In my school adults treat students with respect.
- Q37: In my school students treat students with respect.
- Q38: In my school students treat adults with respect.
- Q39: People in my school respect the differences of others.
- Q42: I feel safe at school.

Annual Staff, Student, Parent
Satisfaction Surveys

- Demographic Information
- Additional DEI Questions



Recruitment, Hiring, and Retention

Recruitment

How can we increase the racial diversity of our candidate pools?

Hiring Process

How might our emphasis on promoting diversity, equity and inclusion impact our hiring process?

Retention

How does an emphasis on diversity, equity, and inclusion impact our approach to employee retention?

Breakout Group 2

Develop and refine a **systematic program** for **induction and onboarding** to strengthen the following:

- professional development through a practical, **competency-based** approach;
- enhance the **culture** of the organization by connecting new-to-PR staff to the **people and systems** of the district;
- accelerate the **launch point** and **angle of performance**;
- comply with **regulatory requirements** for induction.

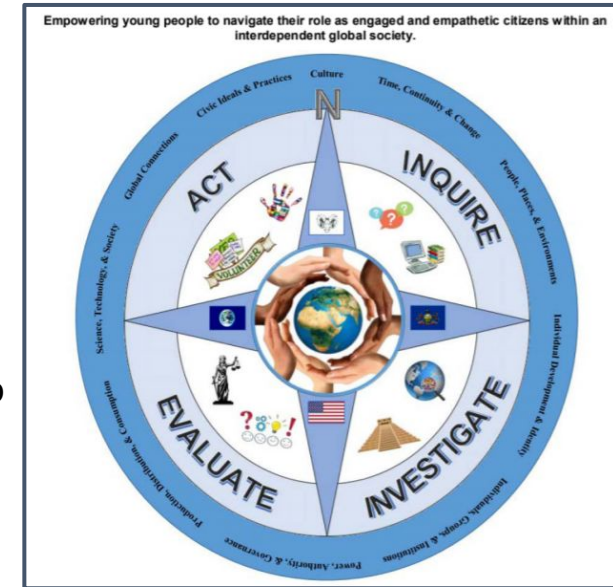


IDPR Recommendations Linked to DEI

Breakout Group 3

Social Studies

- Promote cultural literacy and **respect for others and their views, challenging personal perceptions** and familiar experiences (e.g. PR Bubble).
 - Building empathy and understanding through **discussion of diversity, social justice, and equity**. The bubble and beyond: Understanding the opportunities and challenges of context that are connected to any community (e.g. PR Bubble). Systematically address current events as a strategy to promote engagement and help students see the relevance of Social Studies in daily life. Model critical stance through think-alouds and questioning techniques. Develop skills to question and evaluate sources in order to make informed decisions or to establish a stance/opinion. **Enhance teachers' comfort in managing class discussions and diverse viewpoints, while eliminating their own bias.** Tackling the tough - and potentially controversial - issues.
- Promote civic competence and **engagement** through school government, local government, politics and politicians that may include co- and extracurricular activities (e.g., Governor's Civic Engagement Award, Model UN, speakers, etc.).



Empowering young people to navigate their role as engaged and empathetic citizens within an interdependent global society.



"Focus on

GIBSONIA, PA 15044



IDPR Recommendations Linked to DEI

Breakout Group 3

English Language Arts

- Increase opportunities for **student choice**, ownership and agency in texts that they read and the products that they create when reading, writing, speaking and listening to engage students through motivation.
- 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., **cultural relevance, cultural diversity, time-periods, student interest, 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.





Breakout Group 3

Reflect on the past

Envision the future

ENGLISH LANGUAGE ARTS

COLLABORATING COMMUNICATING
 EVALUATING CREATING THINKING
 COMPREHENDING
 SPEAKING LISTENING
 FLUENCY SPELLING
 WRITING
 READING PHONICS
 PROBLEM SOLVING

ABCDEFGHIJKLMNOPQRSTUVWXYZ



IDPR Recommendations Linked to DEI

Breakout Group 3

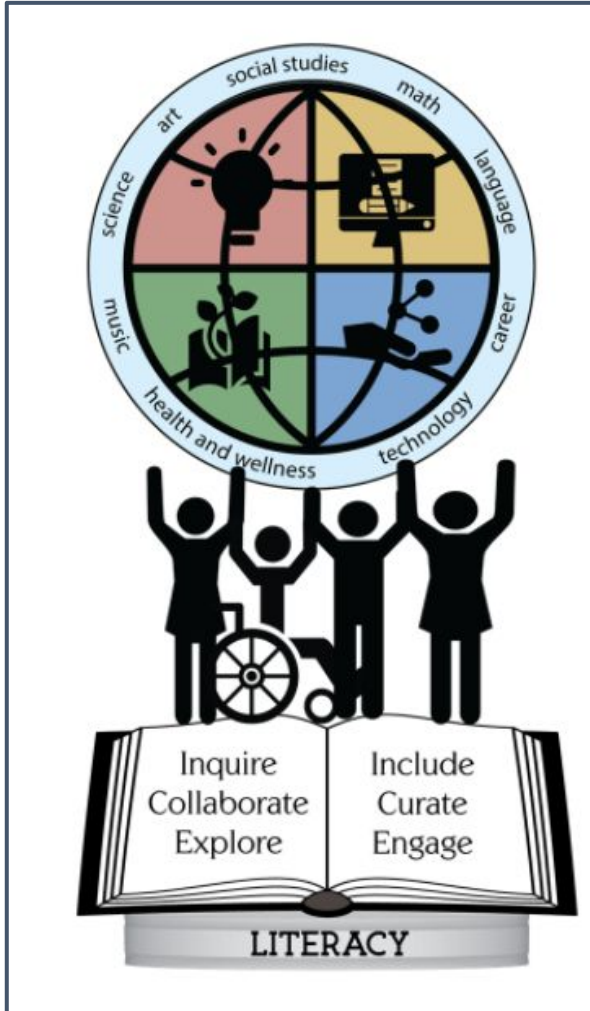
Library

- Revise the current PRSD Library curriculum to incorporate **The Model Curriculum for Learners in Pennsylvania School Libraries (2019)** and align with the American Association of School Librarians (AASL) National School Library Standards for Learners, School Librarians, and School Libraries (2018) including K-12 evaluation of skills and competencies for all grade levels.
- Maintain a high-quality, up-to-date, **diverse resource collection** that supports the content area curriculum and student interests.





IDPR Recommendations Linked to DEI





IDPR Recommendations Linked to DEI

Breakout Group 3

Music

- **Recommendation #2:** Curriculum and Standards: Infuse the National Common Core Arts Standards and Pennsylvania Arts & Humanities Standards within the Music Department curriculum and ensure vertical alignment and progression according to the suggested competencies by sub-discipline (e.g. General Music, Composition/Theory, Music Technology, Guitar/Keyboarding/Harmonizing Instruments, & Ensemble) and through the four functions: (a) create, (b) perform, (c) **respond**, and (d) **connect**.
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IDPR Recommendations Linked to DEI





Breakout Room Reflections

Next meeting: June 2021



Diversity, Equity, and Inclusion Expanded Team Meeting

2021



Agenda Items

- **Debrief from Breakout Sessions**
 - Common Language Structure (Hustwit & Paczan)
 - Consensus - DEI and SJ
 - Building-based Threading Activity to Deepen DEI and Intro SJ to Staff Members
 - Expanded Team Works on the Lessons/Activity for the Building Level Roll-Out
 - IDPR Recommendations (Justus)
 - Continued Work with ALCs in Each Department
 - Updates from Each Department
 - Policy Implementation/Development (Pasquinelli, Hathhorn, Glickman)
 - Updated Draft Policy #832 Educational Equity
 - Annual Survey Updates (Staff, Students, Community)
 - Add DEI questions and demographics
 - Hiring Process (Candidate Recruitment; Retention; Interview Questions)
- **Next Steps**
 - Expanded Team Meeting April 30, 2021
 - Anti-Racism Parent Coalition Meeting April 30, 2021
 - Implementation
 - EOY Report/Celebration (May 17th, 2021 Committee Meeting)
 - EOY DEI Leadership Council Presentation and Executive Summary



Agreements and Language

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

Language

- Black and Brown Students
- Students of Color
- Diversity
- Equity
- Inclusion
- Racism (explicit)
- Racism (systemic/institutional)
- Anti-Racism



Common Language

- Create common understanding of D, E, I
 - Singleton DEI Dance Example
 - Brainstorm additional examples under D, E, and I
 - Create lessons with learning activities through this lens
- Include references to common language in regular communications (Friday Flash, etc..)
- RAMS Way Reward Activities
- Kristen R. - “Invisible Knapsack”
- Michael R. - “Star Activity”
- Social Justice Standards - SA



In-Depth Program Review Recommendations

- **IDPR Philosophy, Vision, & Recommendations Connected to DEI Initiatives**
- **Departmental Progress Updates on Recommendations**
 - ELA & Library: Novel List Integration
 - Library: DEI Training (PSLA) & Eventual Audit
 - Social Studies & ELA: Current Events & Discussion Facilitation, Social Justice, Civil Discourse
 - Music: Multicultural Learning Goal Infusion

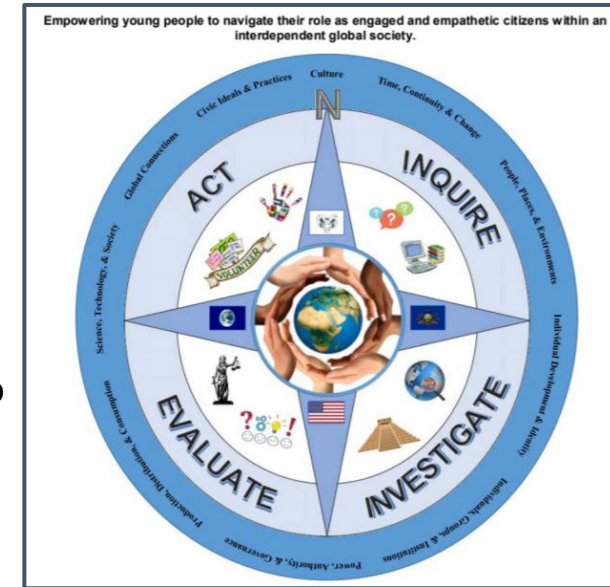




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Departmental Progress Updates: ELA & Library

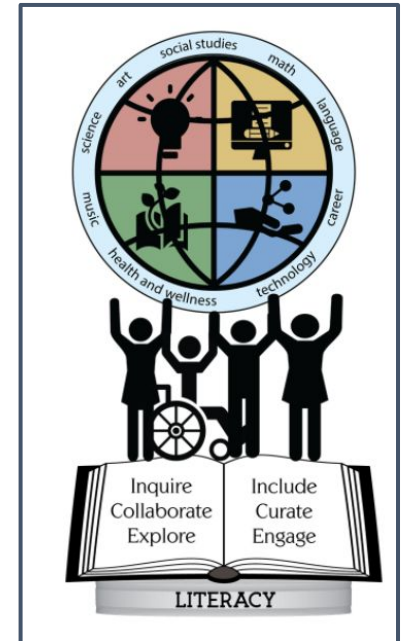
- In-Service Work and ALC Empowerment
 - Novel List Integration (Grades 2 - 8)
 - Baseline Collection of Titles in the Primary Grades
 - Vertical Alignment of Titles and Degree of Utilization
 - Read Aloud
 - Differentiated Literature Circles
 - Core Novel
 - Next Step: Equity Audit & Update of the Official List
 - Summer Reading List (Grades 9 - 12)
 - Review of Titles & Inclusion of New Titles (Diverse)
 - Teacher Book Clubs to Review and Provide Feedback (Librarian & Teacher Selected & Read)
 - Updating of Lists for Summer 2021
 - Living Subcommittee to Review Annually & Keep Fresh
- Librarian Support for Review of Titles & Suggestions of Material





Departmental Progress Updates: Library

- DEI Training (PSLA) & Eventual Diversity Audit
 - All district librarians and K-3 principals accepted to PSLA Leadership Institute
 - Anti-Racism training (Fall 2020 and Spring 2021)
 - Diverse Collections Training (May 2021)
- Continuing focus on diverse authors and diverse stories
- Curricular integration for research projects



Departmental Progress Updates: Social Studies & ELA

- Respecting Various Perspectives (Vision Image & Lenses of 10 Themes & C3)
 - Lesson Study in Grades 9-12
 - “Do You See Yourself in the Curriculum?” Teacher In-Service Activity
 - Grades 7-12 Current Events, Civil Discourse, & Discussion Facilitation
 - Draft Document for Current Events
 - C3 Framework Inquiry Arc (Inquire, Investigate, Evaluate, Act)
 - Historical Research Projects Grades K-6 (Social Studies/ELA/Library/Art)





Departmental Progress Updates: Music

- Deliberate Approach to Repertoire Selections to Reflect Styles and Composers from Diverse Backgrounds & Cultures across all Performing Ensembles
- Multicultural Learning Goal Infusion
 - Instrumental use in general music (e.g. drums)
 - Diverse perspectives are captured within the introduction of a musical genre and the performance of the pieces with historical and cultural accuracy (e.g. vocal tone color of particular songs based on authentic cultural use)
- Open-Ended Expression through Music Technology Electives (e.g. self-expression; diverse outcomes)





Policy Implementation

- [Policy 832](#) Educational Equity
 - Review at May 17th Committee Meeting
 - First Read in June of 2021



Survey Updates

- Team reviewed demographic question and diversity, equity, and inclusion questions.
- Team suggested seeing how the demographic question matched up with enrollment question and to ensure the core team reviewed.
- Team suggested consider reviewing them annually to keep current.
- Team added inclusion question.



Hiring/Retention

Recruitment

How can we increase the racial diversity of our candidate pools?

Sourcing/Messaging/Measuring

Hiring Process

How might our emphasis on promoting diversity, equity and inclusion impact our hiring process?

Mitigation of Discriminatory Practices/Assessing Cultural Competency

Retention

How does an emphasis on diversity, equity, and inclusion impact our approach to employee retention?

PR Academy integration/Focus and/or Affinity Group of/for PR Staff members of color



Next Steps

- EOY Report/Celebration (May 17th, 2021 Committee Meeting)
- EOY DEI Leadership Council Presentation and Executive Summary



Diversity, Equity, and Inclusion

Joint Board Committee Meeting

May 17, 2021



Achieve the Mission within a Culture of DEI

PR Pine-Richland School District

MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

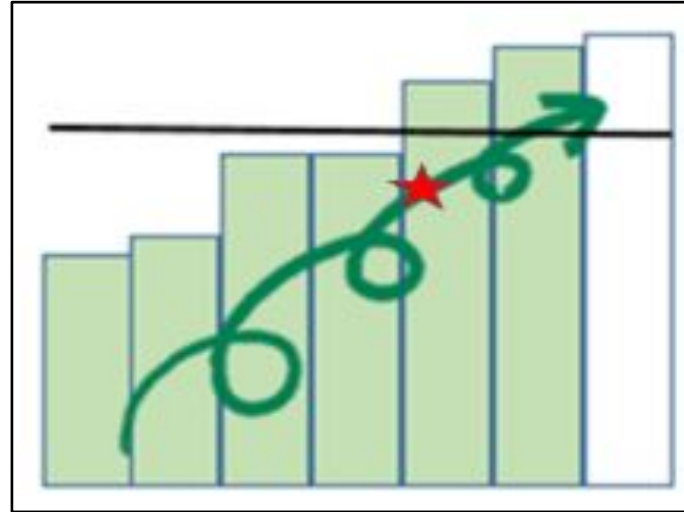
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Personal Growth represents a belief in the whole person and development academically, socially, emotionally and physically.
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Teaching & Learning

Student Progress & Engagement

Workforce

Finance & Operations

Pursuit of Excellence



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

“Focus on learning for every student every day.”

702 WARRENDALE RD., GIBSONIA, PA 15044

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





Agenda Items

- **Breakout Session Updates and Discussions**
 - Common Language Structure (Hustwit & Paczan)
 - Consensus - DEI and Social Justice (SJ)
 - Building-based Threading Activity to Deepen DEI and Intro SJ to Staff Members
 - Expanded Team Works on the Lessons/Activity for the Building Level Roll-Out
 - IDPR Recommendations (Justus)
 - Continued Work with ALCs in Each Department
 - Updates from Each Department
 - Policy Implementation/Development (Pasquinelli)
 - Updated Draft Policy #832 Educational Equity
 - Annual Survey Updates (Hathhorn)
 - Add DEI questions and demographics
 - Hiring Process (Glickman)
 - Candidate Recruitment; Retention; Interview Questions
- **Next Steps**
 - EOY DEI Leadership Council Presentation and Executive Summary (June 2021)



PRSD DEI Awareness and Engagement





Common Language

- Focus on Common Understanding of the Terms Diversity, Equity, Inclusion, and Social Justice
 - Singleton DEI Dance Example
 - Brainstorm additional examples under D, E, and I
 - Create lessons with learning activities through this lens
- Include references to common language in regular communications (Friday Flash, etc..)
- RAMS Way Reward Activities
- Kristen R. - “Invisible Knapsack”
- Michael R. - “Star Activity”
- Social Justice Standards - SA



Departmental Progress Updates: ELA & Library

- In-Service Work and ALC Empowerment
 - Novel List Integration (Grades 2 - 8)
 - Baseline Collection of Titles in the Primary Grades
 - Vertical Alignment of Titles and Degree of Utilization
 - Read Aloud
 - Differentiated Literature Circles
 - Core Novel
 - Next Step: Equity Audit & Update of the Official List
 - Summer Reading List (Grades 9 - 12)
 - Review of Titles & Inclusion of New Titles (Diverse)
 - Teacher Book Clubs to Review and Provide Feedback (Librarian & Teacher Selected & Read)
 - Updating of Lists for Summer 2021
 - Living Subcommittee to Review Annually & Keep Fresh
- Librarian Support for Review of Titles & Suggestions of Material





Departmental Progress Updates: Library

- DEI Training (PSLA) & Eventual Collection Diversity Audit
 - All district librarians and K-3 principals accepted to PSLA Leadership Institute
 - Anti-Racism training (Fall 2020 and Spring 2021)
 - Diverse Collections Training (May 2021)
- Collection development with an emphasis on titles with diverse characters, authors, and “own voices” stories.
- Readers advisory (at all levels) through websites, announcements, storywalks, and library displays highlighting different types of diversity
- Curricular integration (at all levels) of research projects emphasizing racial diversity, led or supported by library programming
- Collaboration with ELA department to revise core novel and summer reading lists to include more contemporary and diverse selections



Departmental Progress Updates: Social Studies & ELA

- Respecting Various Perspectives (Vision Image & Lenses of 10 Themes & C3)
 - Lesson Study in Grades 9-12
 - “Do You See Yourself in the Curriculum?” Teacher In-Service Activity
 - Grades 7-12 Current Events, Civil Discourse, & Discussion Facilitation
 - Draft Document for Current Events
 - C3 Framework Inquiry Arc (Inquire, Investigate, Evaluate, Act)
 - Historical Research Projects Grades K-6 (Social Studies/ELA/Library/Art)





Departmental Progress Updates: Music

- Deliberate Approach to Repertoire Selections to Reflect Styles and Composers from Diverse Backgrounds & Cultures across all Performing Ensembles
- Multicultural Learning Goal Infusion
 - Instrumental use in general music (e.g. drums)
 - Diverse perspectives are captured within the introduction of a musical genre and the performance of the pieces with historical and cultural accuracy (e.g. vocal tone color of particular songs based on authentic cultural use)
- Open-Ended Expression through Music Technology Electives (e.g. self-expression; diverse outcomes)



Policy Implementation



- [Policy 832](#) Educational Equity
 - Review at May 17th Committee Meeting
 - First Read in June of 2021

Definitions

Equity Audit and Annual
Action Plan

Annual Equity Updates

Multiple Pathways for All
& Equitable Resources

Welcoming and Inclusive
Environment

Partnerships

Data Focused, Equity,
Cultural Lenses (policies,
programs, budget, etc.)

Workforce Diversity

Professional
Development



Survey Updates

- Team reviewed demographic question and diversity, equity, and inclusion questions.
- Team suggested seeing how the demographic question matched up with enrollment question and to ensure the core team reviewed.
- Team suggested consider reviewing them annually to keep current.
- Team added inclusion question.



Recruitment/Hiring/Retention

Recruitment

How can we increase the racial diversity of our candidate pools?

Sourcing/Messaging/Measuring

Hiring Process

How might our emphasis on promoting diversity, equity and inclusion impact our hiring process?

Mitigation of Discriminatory Practices/Assessing Cultural Competency

Retention

How does an emphasis on diversity, equity, and inclusion impact our approach to employee retention?

PR Academy integration/Focus and/or Affinity Group of/for PR Staff members of color



Next Steps

- EOY Report/Celebration (May 17th, 2021 Committee Meeting)
- EOY DEI Leadership Council Presentation and Executive Summary



DEI Leadership Council

June 3, 2021



Achieve the Mission within a Culture of DEI

PR Pine-Richland School District

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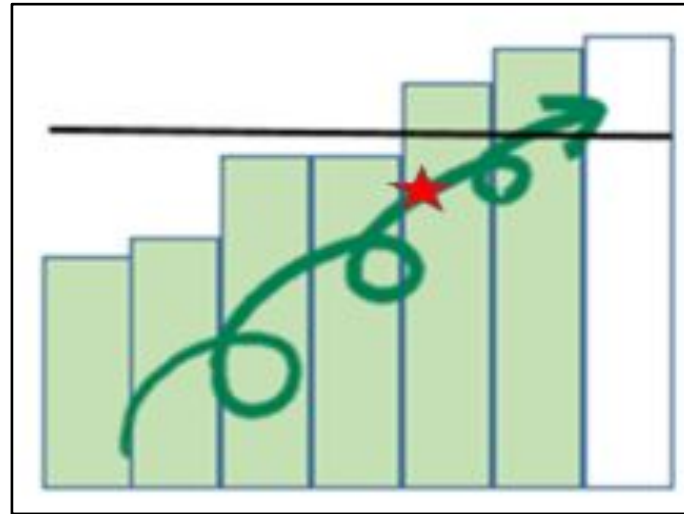
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Agreements and Language

Agreements

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Language

- Black and Brown Students
- Students of Color
- Diversity
- Equity
- Inclusion
- Racism (explicit)
- Racism (systemic/institutional)
- Anti-Racism
- Social Justice



Agenda

1. Welcome and Overview of the Meeting
2. Stakeholder Lenses (Impact)
 - a. Students
 - b. Anti-Racism Community Coalition
 - c. Board Member
 - d. School-Based Team Member
 - e. Expanded Team Member
3. DEI Areas of Focus “Buckets”
4. 2021-2022 Goals



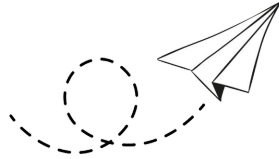


Key Areas of Focus (Year in Review)

<p>Family & Community Outreach and Partnerships</p> <ul style="list-style-type: none"> ● Anti-Racism Coalition ● Consultation with Experts in the Field ● DEI Leadership Council ● Established Agreements ● DEI and Demographic Questions - Annual Surveys 	<p>Staff Training and Development</p> <ul style="list-style-type: none"> ● February In-Service (Awareness and Commitments) ● Building-Based Teams ● Independent Reading/Research/Webinars ● Common Language ● Established Agreements 	<p>Student Organizations and School Culture (Student voice)</p> <ul style="list-style-type: none"> ● Black Student Union at PRMS & PRHS ● DEI Leadership Council Students ● Peer-to-Peer ● Increased, Student-Initiated Clubs 	<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● In-Depth Program Review Recommendations <ul style="list-style-type: none"> ○ ELA ○ Library ○ Social Studies ○ Music ● Integration among Departmental Work for Robust, Sustained Outcomes & Impact ● Grade Span Projects & Goals 	<p>Policies, Procedures (Hiring Process/ Recruitment)</p> <ul style="list-style-type: none"> ● Adoption/ Implementation of Policy 103 (Nondiscrimination) ● Development/ Review of Policy 832 (Equitable Schools) ● Strategic Recruitment for Racial Diversity
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DEI Goals (Start with the end in mind)

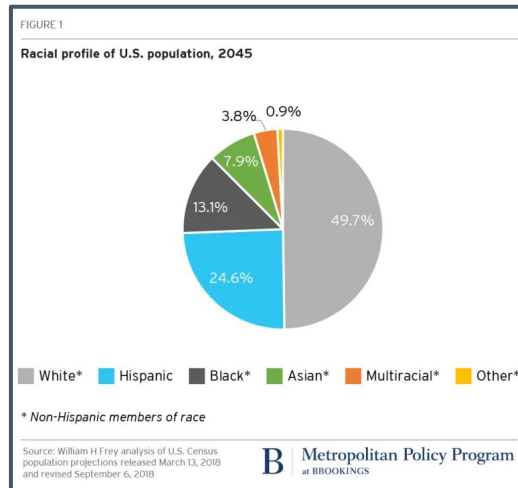


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Brainstorm (individually first):

- DEI Awareness (self and system)
 - Students (Graduate Profile), Staff (PD to ensure comfort, readiness, and action among staff), Community (Education; Engagement; Advocacy; Establishment of Allies)
 - Implicit racism - Understanding racism
- Connecting all students to schools and people through a culture which is supportive and has overarching shared ethical responsibility to promote DEI competencies within each individual role (teacher, secretary, principal, etc.)
- Common Language and understanding
- Ability to engage in challenging conversations
- Celebrate and appreciate differences
- Address racial disparities
 - Hiring practices
 - Recruit, hire, develop, and retain a diverse and high-performing staff.
- Identify and embed culturally relevant instructional practices and curricular concepts addressed in an authentic manner (across all departments)
 - K-12 Developmentally appropriate
 - Ensure most effective instructional and assessment approaches for these newly embedded authentic, curricular experiences
- Awareness of each other's reality
- Comfort in being able to speak to and from their own reality/perspective, while listening actively to others' perspectives
- Accountability to an action plan listing the initial focal goals with the idea that it is sustained and continually improved beyond that initial set of goals

Stakeholder Lenses & Goals

1. 2021-2022 Goals
2. Stakeholder Lenses
 - a. Students
 - b. Anti-Racism Community Coalition
 - c. Board Member
 - d. School-Based Team Member
 - e. Expanded Team Member





Sample 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 - Equitable Schools**
- Create and administer a **PRSD Equity Audit**
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- 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.



Breakout Groups

1. Think of a specific story or event/experience from this past year (one that you can tell in 1-2 minutes) that highlights the impact of this diversity, equity, and inclusion initiative.
2. Where do you see the future priorities or next steps of our work moving into the 2021-2022 school year (measurable goals)?



DEI Leadership Council

Wednesday, September 29, 2021

Meeting #1



Agenda

1. Welcome
2. Role of the DEI Leadership Council
3. DEI Input and Implementation Structure
4. Summer Communication
5. 2021-2022 Goals & Student Survey Results
6. Breakout Groups
7. Large Group Sharing





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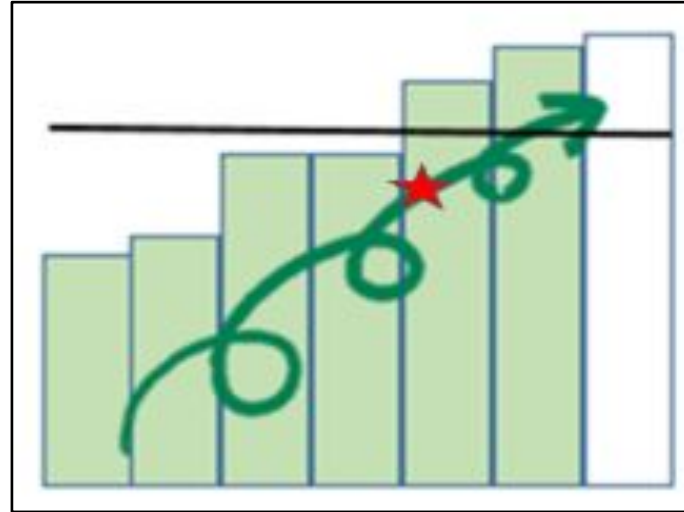
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District/Community Commitment



July 13, 2020

Resolution supporting the development of an anti-racist school climate by the Board of Directors of the Pine-Richland School District

WHEREAS, we are deeply saddened and outraged by the recent killing of George Floyd and any violence against black men, women and children. The subsequent protests have focused a spotlight on the harmful effects of racism and inequality. Furthermore, the public response has highlighted the racial trauma that our black students, families, staff, and communities have not only endured for centuries but continue to face today.

WHEREAS, Board Policies 103 and 104 affirm the board's commitment to provide all persons equal access to education and / or employment in the district without regard to race, color, age, creed, religion, sex, sexual orientation, gender or gender identity, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. We stand in support of our black students and families. However, we understand that racism is systemic, and it may be unconsciously and consciously rooted into our institutions, policies, and practices. Consequently, we acknowledge that we must look at our own school policies and practices through an anti-racist and equity lens to address traces of racism and inequity that may still exist within our own school community.

WHEREAS, we must listen to the voices of staff, students, families, and communities who have historically endured discrimination and marginalization. Their lived experiences and stories require attention, require respect, require empathy, and most importantly require action. Therefore, it is essential that we establish an expectation that a diversity of staff, students, families, and community members, specifically those that have been ignored, discriminated against, and marginalized, are heard and included on substantive school and district issues.

WHEREAS, we must better educate ourselves and seek to educate the community on the historical and current impact of racism and discrimination on our staff, students, families, and communities, as well as understand we can take action to end such inequity. Through education and opportunities for honest dialogue, we hope to build partnerships in the community focused on overcoming racism and other barriers. By doing so, we can create opportunities to ensure that each child has the tools and support needed to thrive.

WHEREAS, we must advocate to advance civil rights and cultivate an anti-racist school climate necessary to meet the needs of every student in our care. Our students, no matter their race, ethnicity, religion, gender or gender identity, sexual orientation, socioeconomic status, language ability, disability, and other identities, deserve to feel safe, to feel seen, and to feel affirmed.

NOW, THEREFORE BE IT RESOLVED that the Pine-Richland School Board, unequivocally stand firm in our collective responsibility to foster an equitable and inclusive environment for every student, staff member, parent, and community member. We commit to use our role as school board directors to recognize, respond, and speak out against injustice and racial inequity in our school community.

In support of this goal, the Pine-Richland School Board commits to the following through collaboration with district leaders: (1) strategic focus on the development of a social justice and inclusive schools framework; (2) ongoing collaboration with stakeholders; (3) review of relevant policies, regulations and supporting documents; (4) education and training for staff; (5) implementation of recommendations from in-depth program review reports (e.g., Social Studies and English Language Arts); and (6) emphasis on diversity, equity and inclusive practices within the RAMS Way.

Diversity, Equity and Inclusion - Key Strategic Initiative
2020-2021
2021-2022



DEI Leadership Council Roles

DEI Leadership Council is an oversight group made up of stakeholders with a variety of backgrounds and perspectives. The roles of the **Council** are:

- To provide **feedback and guidance**
- To engage in some **research** based on availability and background/interest
- To share **expertise, experiences, and best practices**

DEI Leadership Council is not a decision-making body. Emerging recommendations and action plans will be shared with the **Council** for feedback.

2021-2022 DEI Leadership Council



Last Name	First Name	Organization	Building
Amir	Zeyad	Alumni	Alumni
Bryant	Danielle	Alumni	Alumni
Lachimia	Alexander (A.J.)	Alumni	Alumni
Siegal	Andrew	Alumni	Alumni
Dhagat	Hetal	Parent	RES
Gathers	Rashard/Carla	Parent	PRHS
Hong-Bang	Susan	Parent	PRHS, PRMS
Hunt	Brandon	Parent	RES
Lydic	Tanisha	Parent	PRHS, PRMS
Miller	Max	Parent	EHUE
Miller (Mestre)	Meredith	Parent	EHUE
Patterson	Dr. Russell	Parent	EHUE
Plowey	Michelle	Parent	PRMS
Smalley	Darrell	Parent	WEX
Stearns	Sofya	Parent	WEX
Blackwell	Zoe	Student/BSU	PRHS
Gathers	Gabrielle	Student/BSU	PRHS
Johnson	Majesta	Student/BSU	PRHS
Bruce	Rhian	Student/GSA	PRHS
Swartout	Andy	Student/Stud. Gov.	PRHS

Last Name	First Name	Organization	Building
Berezo	Nicole	PRSD	EHUE
Bowman	Nancy	PRSD	PRHS
Firmin	Joanna	PRSD	WEX
Gayle	Terree	PRSD	PRMS
Glickman	Brian	PRSD	Admin
Godino	Tammy	PRSD	HES
Harlan	Dave	PRSD	EHUE
Hathhorn	Rachel	PRSD	Admin
Hustwit	Noel	PRSD	Admin
Jewart	Stephanie	PRSD	RES
Jones	Tricia	PRSD	PRMS
Justus	Kristen	PRSD	Admin
Mesin	Angela	PRSD	EHUE
Miller	Brian	PRSD	Admin
Miller	Jennifer	PRSD	EHUE
Minsinger	Jacob	PRSD	PRMS
Paczan	Maura	PRSD	Pupil Services
Pasquinelli	Michael	PRSD	Admin
Perko	Mary	PRSD	PRHS
Riley	Ramon	PRSD	PRHS
Rose	Michael	PRSD	PRMS
Rowe	Kristen	PRSD	PRMS

Last Name	First Name	Organization	Building
Shenefiel	Beth	PRSD	EHUE
Sloan	Jenna	PRSD	RES
Straub	Leslie	PRSD	PRHS
Switala	Michelle	PRSD	PRHS
TBD	TBD	PRSD	PRHS
Welshonce	Carolyn	PRSD	PRMS
Casciani	Marc	School Board	School Board
Lyons	Peter	School Board	School Board
Meyer	Carla	School Board	School Board
Swope	Kasia	School Board	School Board



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.



Sample 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 - Equitable Schools**
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Breakout Groups

Survey Results Discussion

Feedback on Goals

Policy 832 Input



Annual Stakeholder Survey - Student Results

From a general perspective, respondents selected “strongly agree or agree”:	2021 Bldg	2021 Bldg	2021 Students of Color (SoC)			2021 All (s) by Gradespan		
	Agg	SoC	Agg	K-6	7-12	Agg	K-6	7-12
In general, I am satisfied with my overall experience at school.			83%	96%	75%	88%	95%	82%
In general, I am satisfied with my classes at school.			88%	98%	82%	92%	97%	88%
In general, I am satisfied with the help I receive from support staff, such as my counselor, the nurse, Gate Teachers, Special Education Teachers, and Reading Teachers.			88%	96%	82%	88%	95%	83%
In general, I am satisfied with the range of opportunities offered outside of class, such as after school activities, explore clubs, student organizations, clubs, and sports.			81%	85%	78%	86%	86%	86%
In general, I am proud to be a student at Pine-Richland.			82%	94%	74%	88%	97%	79%



Annual Stakeholder Survey - Student Results

From a general perspective, respondents selected “strongly agree or agree” for the following:	2021 Bldg	2021 Bldg	2021 Students of Color (SoC)			2021 All (s) by Gradespan		
	Agg	SoC	Agg	K-6	7-12	Agg	K-6	7-12
My teacher gives me feedback about my work and the progress I’m making in class.			72%	83%	64%	75%	88%	65%
My teacher knows my academic strengths and needs and helps me learn.			70%	88%	53%	76%	91%	63%
My teacher considers my interests and talents in class.			64%	79%	54%	66%	80%	55%
I enjoy going to school to learn.			78%	79%	76%	76%	85%	68%
My school is focused on learning.			89%	96%	85%	92%	98%	88%
My school has a positive environment.			83%	92%	76%	84%	96%	74%



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	Agg	SoC	Agg	K-6	7-12	Agg	K-6	7-12
In my school, adults treat students with respect.			88%	94%	85%	90%	96%	84%
In my school students treat students with respect.			78%	81%	75%	83%	91%	76%
In my school students treat adults with respect.			92%	96%	89%	91%	96%	87%
People in my school respect the differences of others.			81%	92%	74%	84%	95%	76%
People care about me at school.			87%	85%	88%	89%	91%	87%
My teachers are interested in me and know me as a person.			71%	90%	58%	79%	90%	70%



Annual Stakeholder Survey - Student Results

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	Agg	SoC	Agg	K-6	7-12	Agg	K-6	7-12
I feel safe at school.			88%	92%	86%	93%	96%	90%
I feel connected to my school and that I am a part of my school.			76%	85%	69%	83%	92%	75%
I feel comfortable talking to my school counselor when I need help.			73%	83%	67%	73%	81%	66%
My school welcomes diversity.			86%	96%	79%	91%	98%	84%
Students in my school receive what they need even if it is different than others in order to participate and learn.			84%	92%	79%	90%	97%	85%
I feel included and welcomed at school.			83%	92%	76%	89%	95%	85%



Breakout Group Sharing with Large Group



Joint Governance Meeting

Diversity, Equity & Inclusion

October 4, 2021



Agenda

1. Diversity, Equity & Inclusion at Pine-Richland School District
2. DEI Input and Implementation Structure
3. 2021-2022 Goals
4. **Policy 832 - Educational Equity**





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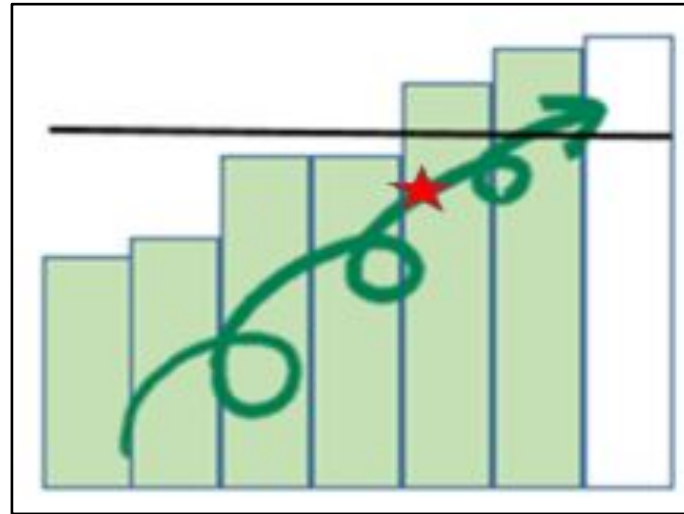
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Resolution supporting the development of an anti-racist school climate by the Board of Directors of the Pine-Richland School District

WHEREAS, we are deeply saddened and outraged by the recent killing of George Floyd and any violence against black men, women and children. The subsequent protests have focused a spotlight on the harmful effects of racism and inequality. Furthermore, the public response has highlighted the racial trauma that our black students, families, staff, and communities have not only endured for centuries but continue to face today.

WHEREAS, Board Policies 103 and 104 affirm the board's commitment to provide all persons equal access to education and / or employment in the district without regard to race, color, age, creed, religion, sex, sexual orientation, gender or gender identity, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. We stand in support of our black students and families. However, we understand that racism is systemic, and it may be unconsciously and consciously rooted into our institutions, policies, and practices. Consequently, we acknowledge that we must look at our own school policies and practices through an anti-racist and equity lens to address traces of racism and inequity that may still exist within our own school community.

WHEREAS, we must listen to the voices of staff, students, families, and communities who have historically endured discrimination and marginalization. Their lived experiences and stories require attention, require respect, require empathy, and most importantly require action. Therefore, it is essential that we establish an expectation that a diversity of staff, students, families, and community members, specifically those that have been ignored, discriminated against, and marginalized, are heard and included on substantive school and district issues.

WHEREAS, we must better educate ourselves and seek to educate the community on the historical and current impact of racism and discrimination on our staff, students, families, and communities, as well as understand we can take action to end such inequity. Through education and opportunities for honest dialogue, we hope to build partnerships in the community focused on overcoming racism and other barriers. By doing so, we can create opportunities to ensure that each child has the tools and support needed to thrive.

WHEREAS, we must advocate to advance civil rights and cultivate an anti-racist school climate necessary to meet the needs of every student in our care. Our students, no matter their race, ethnicity, religion, gender or gender identity, sexual orientation, socioeconomic status, language ability, disability, and other identities, deserve to feel safe, to feel seen, and to feel affirmed.

NOW, THEREFORE BE IT RESOLVED that the Pine-Richland School Board, unequivocally stand firm in our collective responsibility to foster an equitable and inclusive environment for every student, staff member, parent, and community member. We commit to use our role as school board directors to recognize, respond, and speak out against injustice and racial inequity in our school community.

In support of this goal, the Pine-Richland School Board commits to the following through collaboration with district leaders: (1) strategic focus on the development of a social justice and inclusive schools framework; (2) ongoing collaboration with stakeholders; (3) review of relevant policies, regulations and supporting documents; (4) education and training for staff; (5) implementation of recommendations from in-depth program review reports (e.g., Social Studies and English Language Arts); and (6) emphasis on diversity, equity and inclusive practices within the RAMS Way.

Diversity, Equity and Inclusion - Key Strategic Initiative

2020-2021

2021-2022



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 DEI Leadership Council



Last Name	First Name	Organization	Building
Amir	Zeyad	Alumni	Alumni
Bryant	Danielle	Alumni	Alumni
Lachimia	Alexander (A.J.)	Alumni	Alumni
Siegal	Andrew	Alumni	Alumni
Dhagat	Hetal	Parent	RES
Gathers	Rashard/Carla	Parent	PRHS
Hong-Bang	Susan	Parent	PRHS, PRMS
Hunt	Brandon	Parent	RES
Lydic	Tanisha	Parent	PRHS, PRMS
Miller	Max	Parent	EHUE
Miller (Mestre)	Meredith	Parent	EHUE
Patterson	Dr. Russell	Parent	EHUE
Plowey	Michelle	Parent	PRMS
Smalley	Darrell	Parent	WEX
Stearns	Sofya	Parent	WEX
Blackwell	Zoe	Student/BSU	PRHS
Gathers	Gabrielle	Student/BSU	PRHS
Johnson	Majesta	Student/BSU	PRHS
Bruce	Rhian	Student/GSA	PRHS
Swartout	Andy	Student/Stud. Gov.	PRHS

Last Name	First Name	Organization	Building
Berezo	Nicole	PRSD	EHUE
Bowman	Nancy	PRSD	PRHS
Firmin	Joanna	PRSD	WEX
Gayle	Terree	PRSD	PRMS
Glickman	Brian	PRSD	Admin
Godino	Tammy	PRSD	HES
Harlan	Dave	PRSD	EHUE
Hathhorn	Rachel	PRSD	Admin
Hustwit	Noel	PRSD	Admin
Jewart	Stephanie	PRSD	RES
Jones	Tricia	PRSD	PRMS
Justus	Kristen	PRSD	Admin
Mesin	Angela	PRSD	EHUE
Miller	Brian	PRSD	Admin
Miller	Jennifer	PRSD	EHUE
Minsinger	Jacob	PRSD	PRMS
Paczan	Maura	PRSD	Pupil Services
Pasquinelli	Michael	PRSD	Admin
Perko	Mary	PRSD	PRHS
Riley	Ramon	PRSD	PRHS
Rose	Michael	PRSD	PRMS
Rowe	Kristen	PRSD	PRMS

Last Name	First Name	Organization	Building
Shenefiel	Beth	PRSD	EHUE
Sloan	Jenna	PRSD	RES
Straub	Leslie	PRSD	PRHS
Switala	Michelle	PRSD	PRHS
TBD	TBD	PRSD	PRHS
Welshonce	Carolyn	PRSD	PRMS
Casciani	Marc	School Board	School Board
Lyons	Peter	School Board	School Board
Meyer	Carla	School Board	School Board
Swope	Kasia	School Board	School Board



Sample 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 - Equitable Schools**
- Create and administer a **PRSD Equity Audit**
- 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.

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)

