PINE-RICHLAND SCHOOL DISTRICT

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

PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

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.

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

PRTV News & Activity Period February 25, 2021

PRTVNews 2 25 21 and Activity Period

Copy link

- 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.

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.
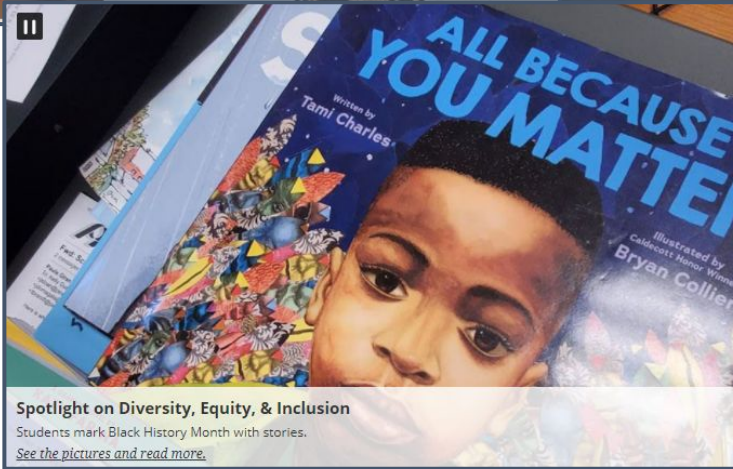
Revised PRSD Diversity, Equity, & Inclusion Website
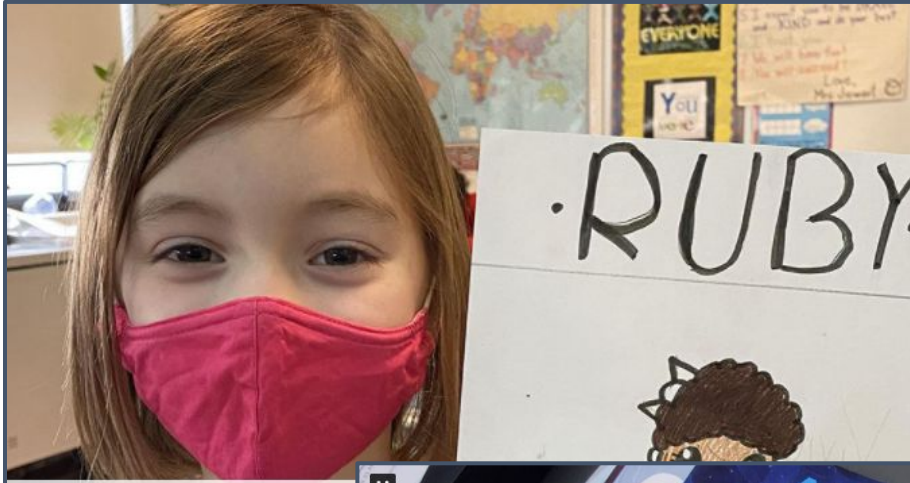
Link to Website

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

- **<u>Common Language Decisions</u>**:
  - Number of Terms to Rollout
  - Pace of Term Rollout
  - Prioritization/Sequence of Term Rollout
  - PD Opportunities - Core Team Coordinated but Building Led?
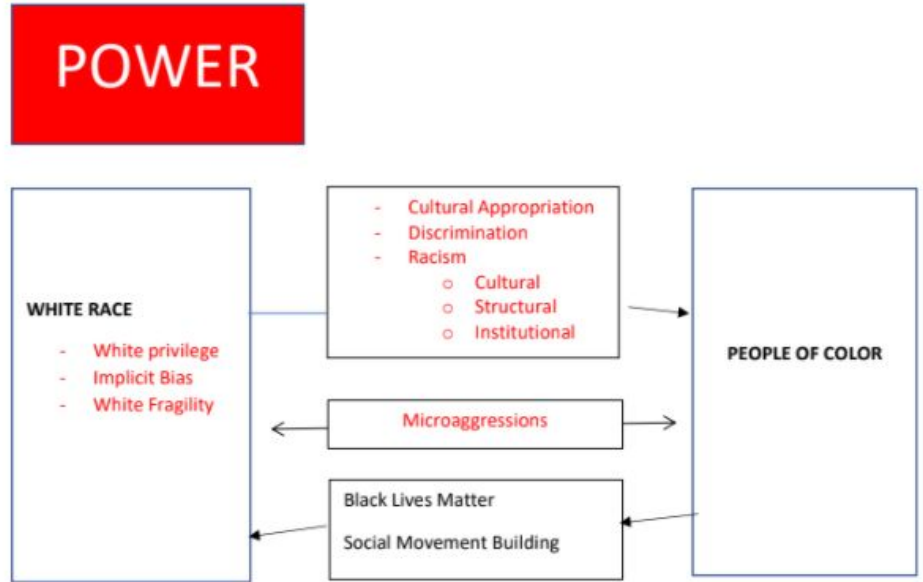 - Creation of a Mini-Glossary (Our 25) or Links to the Racial Equity Toolkit in Full?

- **<u>Common Language Resources/Guides</u>**:
  - Racial Equity Toolkit Glossary
  - Best Practices & Approaches from other Organizations

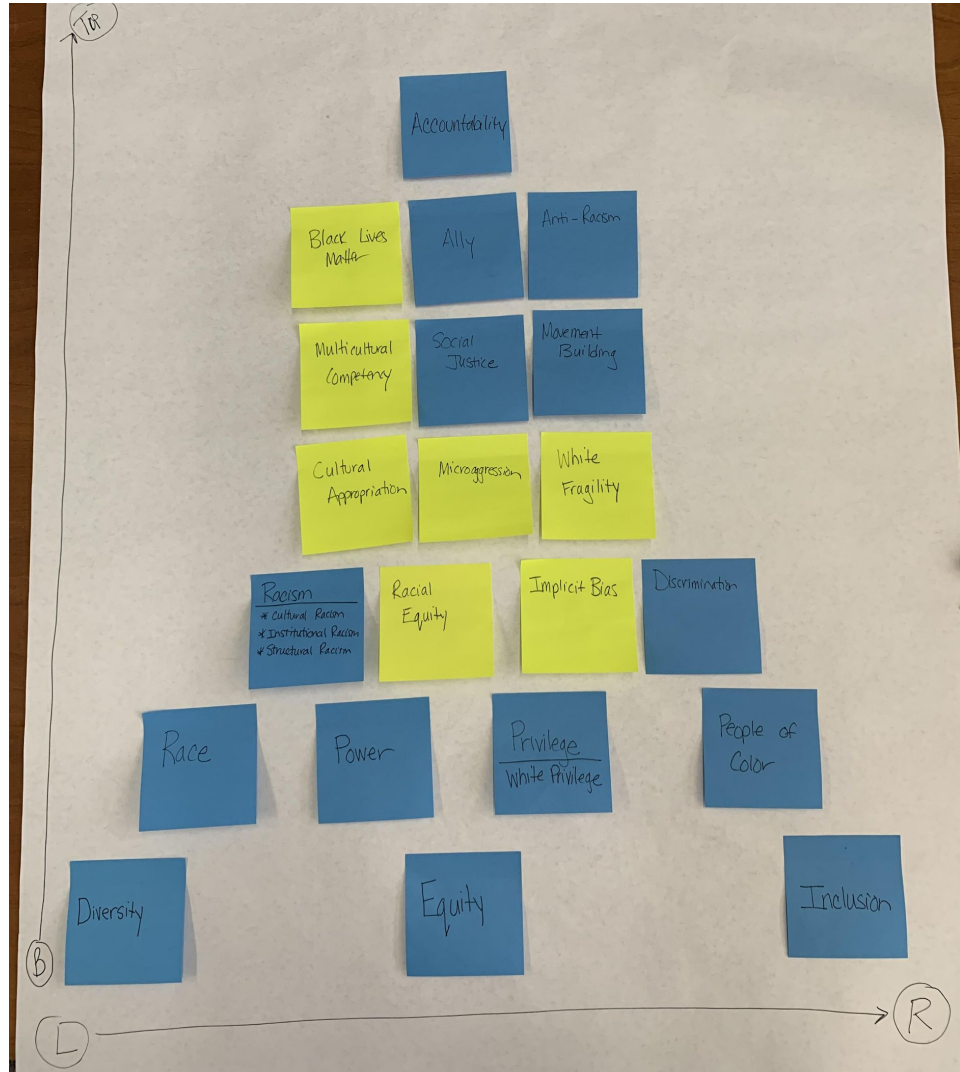# Common Language Structure

Breakout Group 1

Common Language Structure

Breakout Group 1

Policy Implementation and Development

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

"Focus on learning for every student every day."

702 WARRENDALE RD., GIBSONIA, PA 15044

Annual Stakeholder Survey

- **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 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

Breakout Group 2

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?

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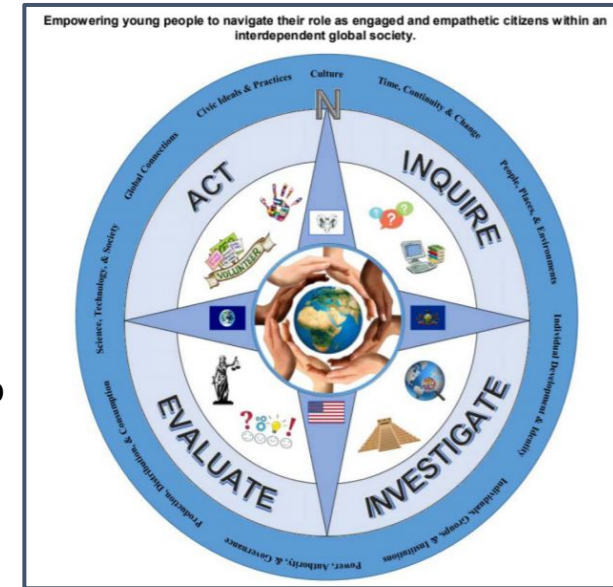
Empowering young people to navigate their role as engaged and empathetic citizens within an interdependent global society.

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.

"Focus on le[...] PA 15044
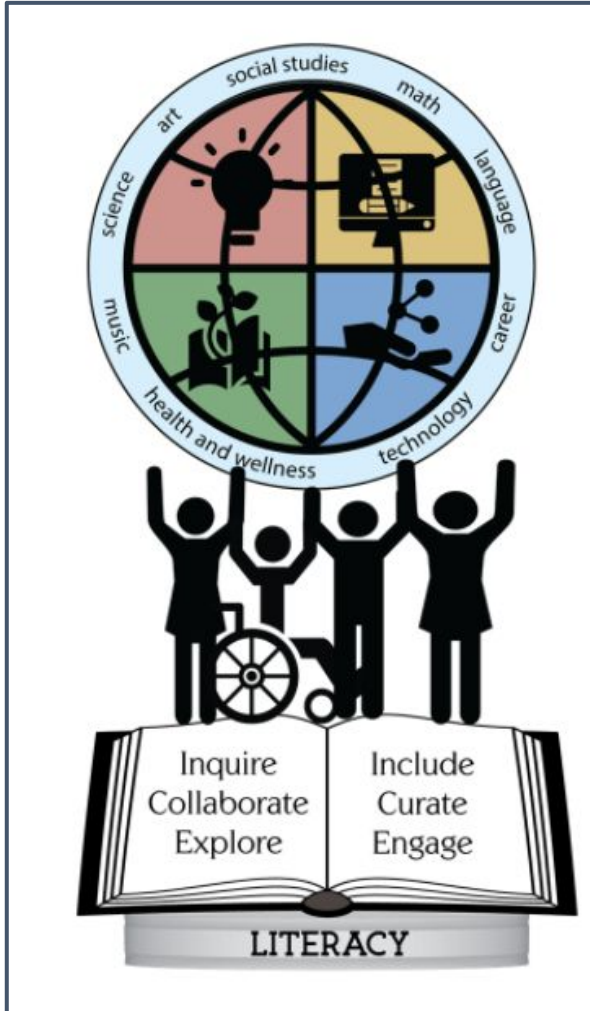
Breakout Group 3

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

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).

IDPR Recommendations Linked to DEI

Breakout Room Reflections

Next meeting: June 2021