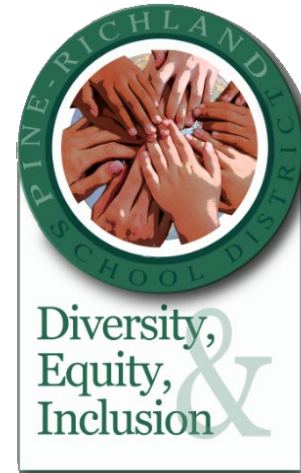




# Pine-Richland School District

**Diversity, Equity, & Inclusion**

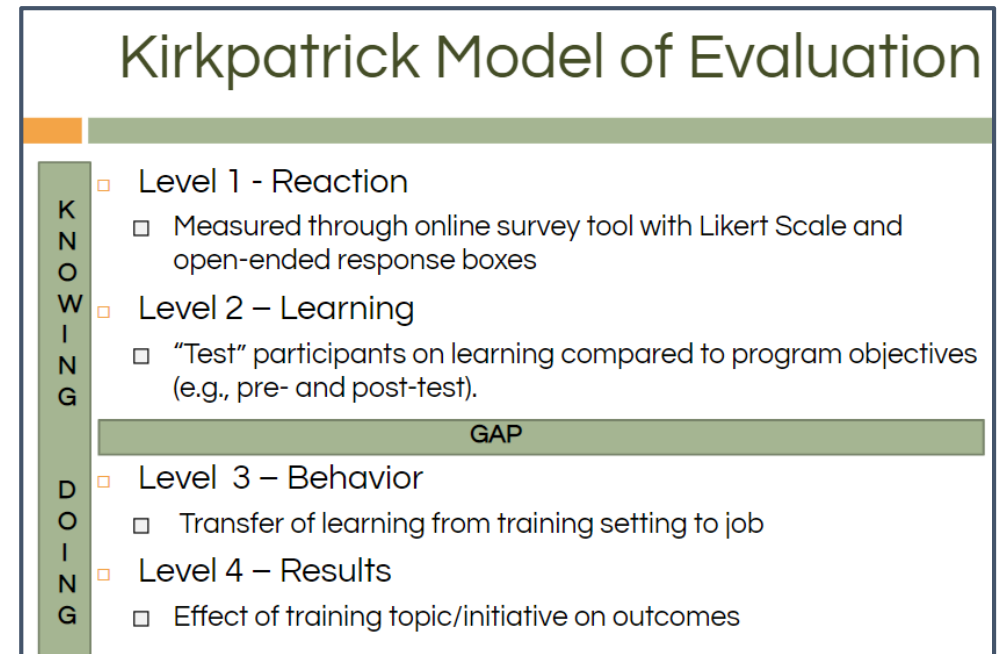
Tuesday, February 16, 2021





# February 16, 2021 Agenda

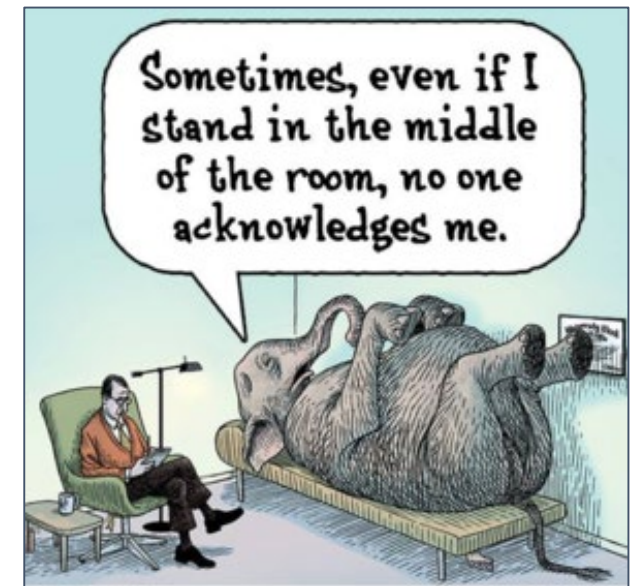
- Why Diversity, Equity and Inclusion (DEI) at PR?
- Agreements
- Testimonials (Open Letter)
- Small group breakouts and large group sharing
  - What are we doing well and what can we do better?
- Common Language: diversity, equity, and inclusion
- Commitment Activity (Handprints heal Footprints)
- Plans for moving forward
  - Building-based teams (Outside consultant)
  - IDPR Recommendations linked to DEI
  - Policy Design and Implementation





# Elephant in the Room

- Educators like to have or be the expert in the room
- External and internal input is an integral part of this process
- **Everyone** is outside of their comfort zones
- **Awareness** is a first step...that leads to **behavior change**
- One more elephant analogy - how do you eat an elephant...?



<https://www.lbcoaching.co.za/surfacing-the-elephant-in-the-room/>



PINE-RICHLAND SCHOOL DISTRICT

# 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."

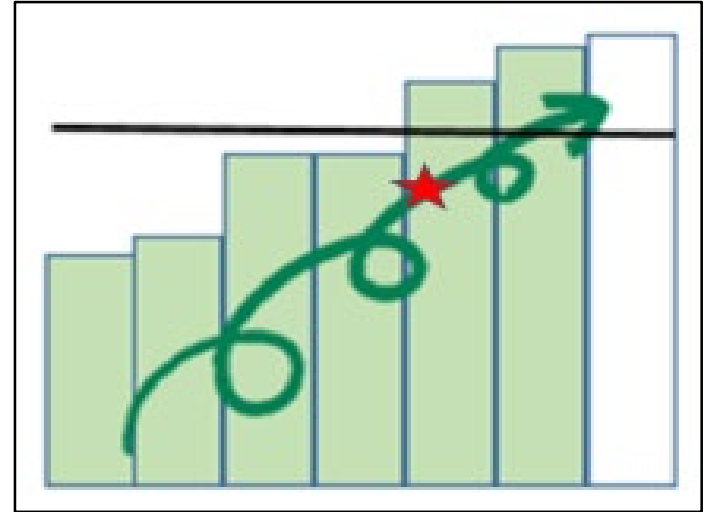
Innovation represents breakthrough change through problem solving and critical thinking

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 15109-6100 | 781-639-7777

+



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Teaching & Learning

Student Progress & Engagement

Workforce

Finance & Operations

Pursuit of Excellence



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

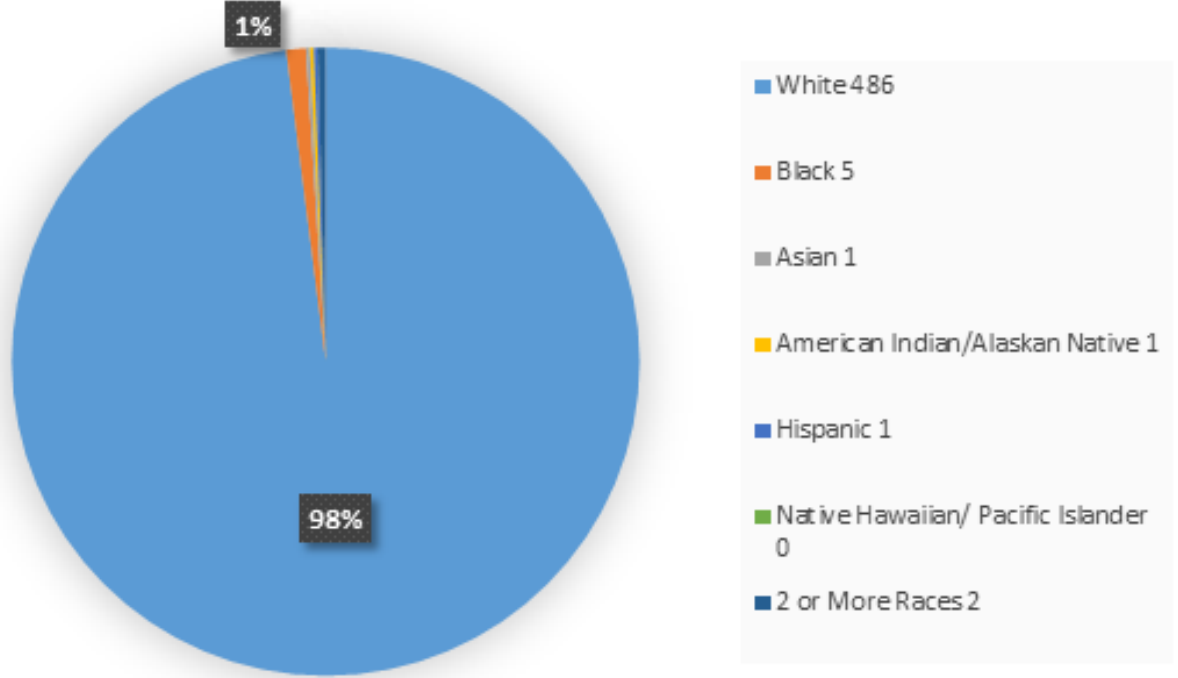
KNOWLEDGE

SKILLS

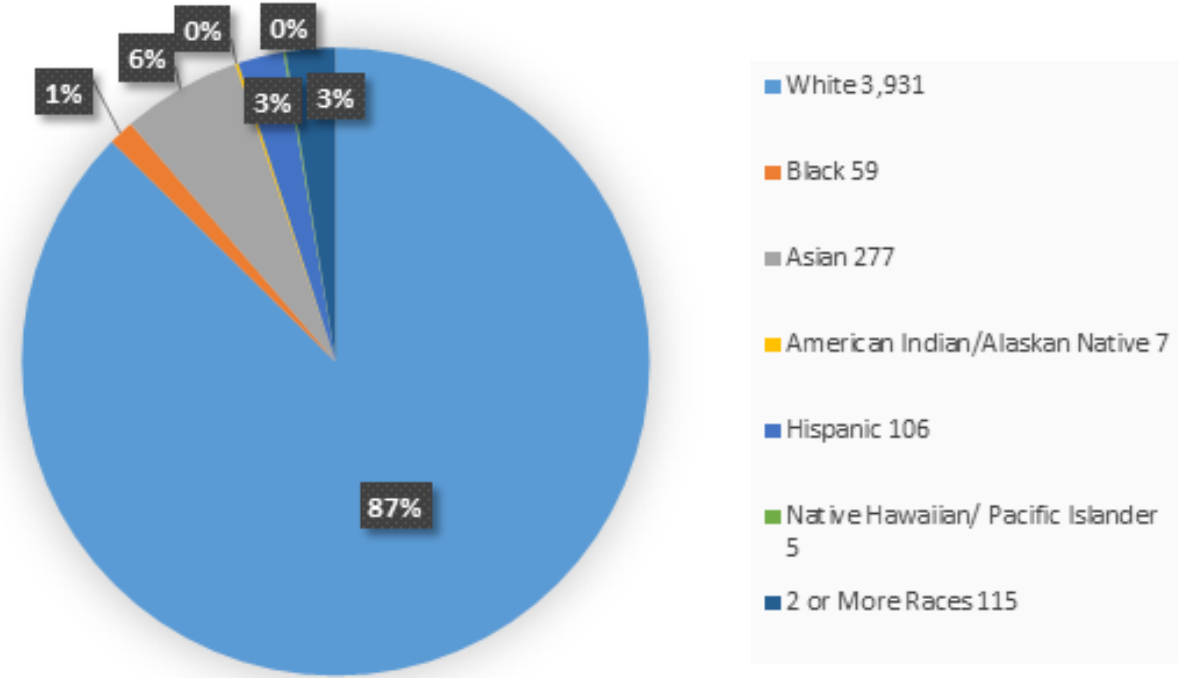


# Pine-Richland Staff and Student Racial Profile

### Racial Profile of Pine-Richland Staff



### Racial Profile of Pine-Richland Students



Enrollment: 4,469



# Efforts Today = Readiness for the Future



PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

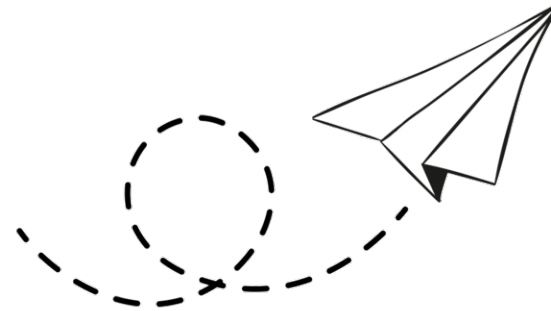
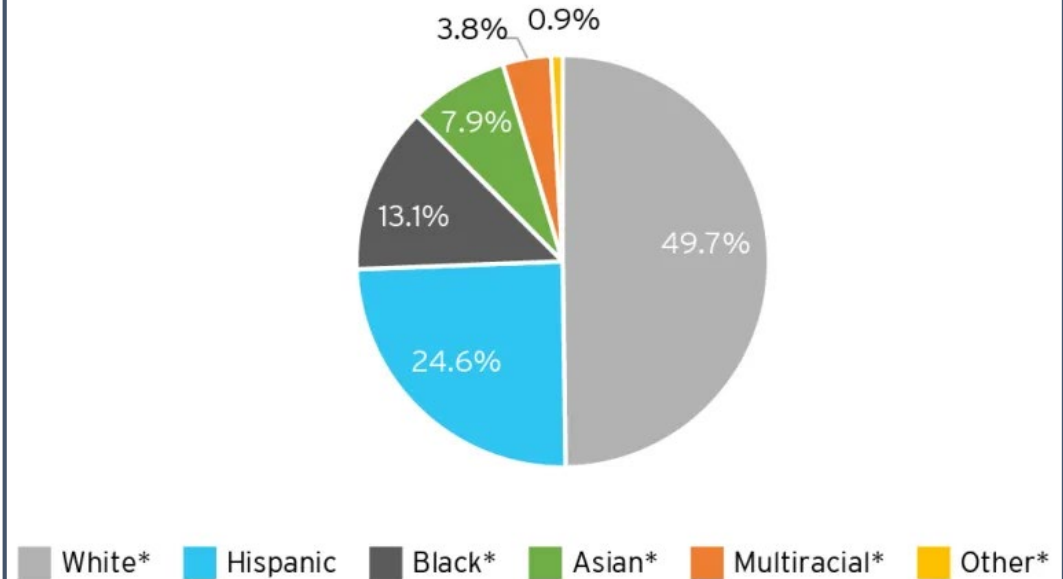


FIGURE 1

### Racial profile of U.S. population, 2045



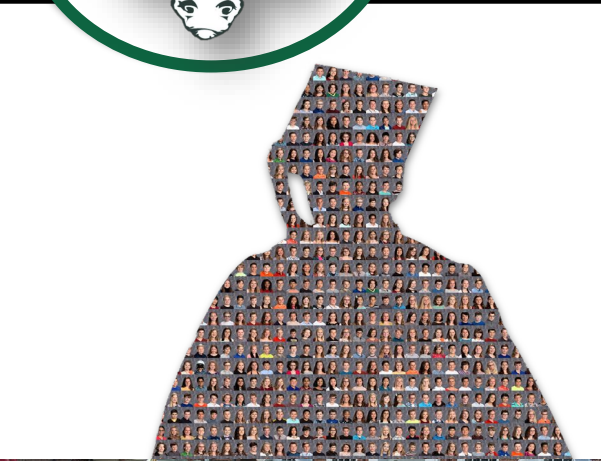
Source: William H Frey analysis of U.S. Census population projections released March 13, 2018 and revised September 6, 2018

**B** Metropolitan Policy Program  
at BROOKINGS





# Why We are Here



Support For and Stand With our Black students and families





# DEI Leadership Council

**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
- **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)



# 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**

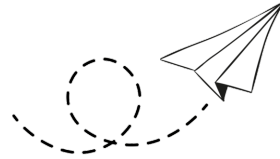
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Findings comparison between **PRSD Core/Expanded Team** and the **DEI Leadership Council**



# DEI Goals (Start with the end in mind)

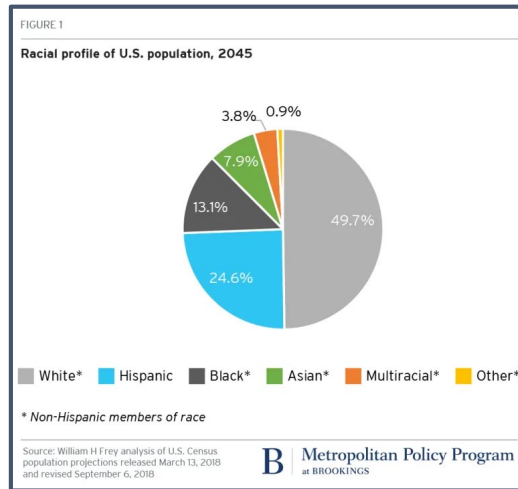


PERSONAL QUALITIES  
& CHARACTERISTICS

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



# 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.



# Agreements

## Agreements

- Seek first to understand and then to be understood
- Stay engaged (listen with curiosity)
- 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 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>



# Common Language

## Thought Exercises

Term or Phrase	Definition
Diversity	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.
Equity	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.
Inclusion	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.)

Source: UC Berkeley Center for Equity, Inclusion and Diversity, ["Glossary of Terms"](#) (page 34 in [2009 Strategic Plan](#)).



# Open Letter Testimonials

Diversity,  
Equity, &  
Inclusion





# Breakout Rooms

- In your small group, share reflections on what you read and heard.
  - Where are our areas of **strength**?
  - Where are our **opportunities**?
- One member from each group, be prepared to share a few thoughts with the large group.



# 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

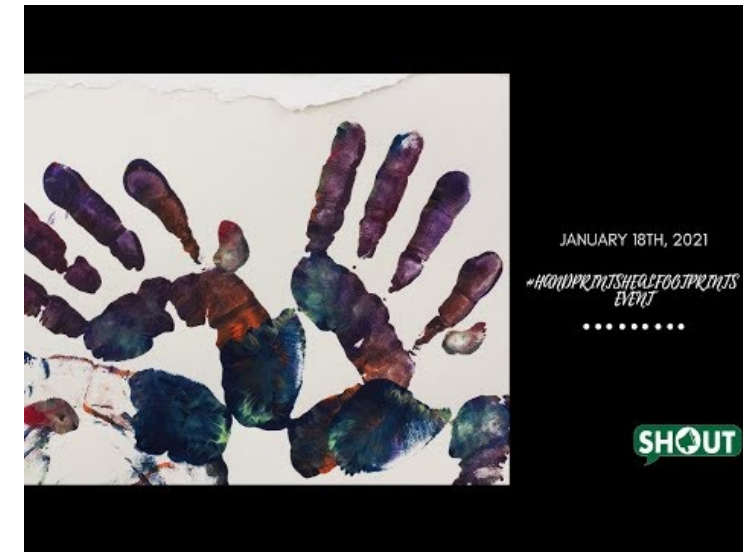
Examples:

“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.”

“Focus on learning for every student every day.”



Shared with us from our colleagues at South Fayette



# Next Steps

## Plans for moving forward

- Building-based teams [Who is interested?] + External Consultant(s)
- 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

### Kirkpatrick Model of Evaluation

- |                                 |  |
|---------------------------------|--|
| K<br>N<br>O<br>W<br>I<br>N<br>G | □ Level 1 - Reaction   |
|                                 | □ Measured through online survey tool with Likert Scale and open-ended response boxes        |
| D<br>O<br>I<br>N<br>G           | □ Level 2 - Learning   |
|                                 | □ "Test" participants on learning compared to program objectives (e.g., pre- and post-test). |
| GAP                             |  |
| D<br>O<br>I<br>N<br>G           | □ Level 3 - Behavior   |
|                                 | □ Transfer of learning from training setting to job  |
| D<br>O<br>I<br>N<br>G           | □ Level 4 - Results  |
|                                 | □ Effect of training topic/initiative on outcomes  |





# IDPR Recommendations Linked to DEI

## 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

## 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

## 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.

