PINE-RICHLAND SCHOOL DISTRICT

Diversity, Equity, and Inclusion

DEI Leadership Council Meeting

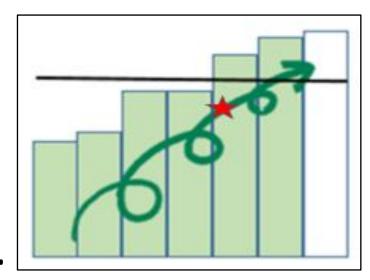December 17, 2020

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

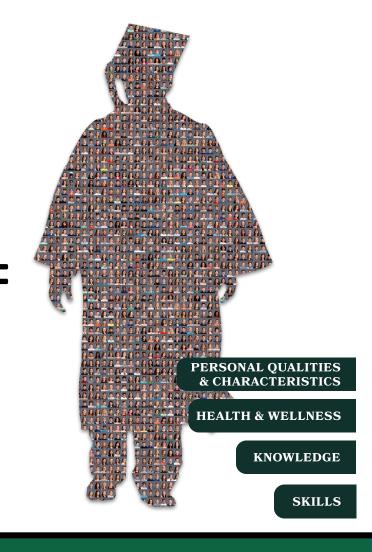| Last Name	First Name	Organization	Building
Miller	Jennifer	PRSD	EHUE
Mesin	Angela	PRSD	EHUE
Berezo	Nicole	PRSD	EHUE
Godino	Tammy	PRSD	HES
Simmons	Sean	PRSD	PRHS
Perko	Mary	PRSD	PRHS
Bowman	Nancy	PRSD	PRHS
Straub	Leslie	PRSD	PRHS
Switala	Dr. Michelle	PRSD	PRHS
Jones	Tricia	PRSD	PRMS
Minsinger	Jacob	PRSD	PRMS
Rose	Michael	PRSD	PRMS
Welshonce	Carolyn	PRSD	PRMS
Gayle	Terree	PRSD	PRMS
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

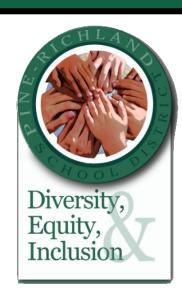# Achieve the Mission within a Culture of DEI

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

Diversity, Equity, & Inclusion

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)

*Areas of Initial Focus

PINE-RICHLAND SCHOOL DISTRICT

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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	School Policy (Pasquinelli & Welshonce)
Strengths	- 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
Opportunities	- 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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	School Organization/ Administration (Minsinger, Berezo) #2
Strengths	- 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
Opportunities	- 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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	School Climate (Paczan, Hathhorn) #3
Strengths	**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.
Opportunities	**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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	Staff **(Glickman, Miller)** **Spokesperson**: Sean Simmons
Strengths	- 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
Opportunities	- 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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	Assessment/Placement (**Hustwit**, **Godino**) 5
Strengths	- 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.
Opportunities	- 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: - 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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	Professional Learning (Sloan, Rose) #6
Strengths	- 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
Opportunities	- 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)

Color Code (Green=Strong) (Yellow=Average) (Red=Weak)	Standards and Curriculum (**Justus**, **Straub**) #7
Strengths	- 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
Opportunities	- 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 discriminiation - 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.

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

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

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)