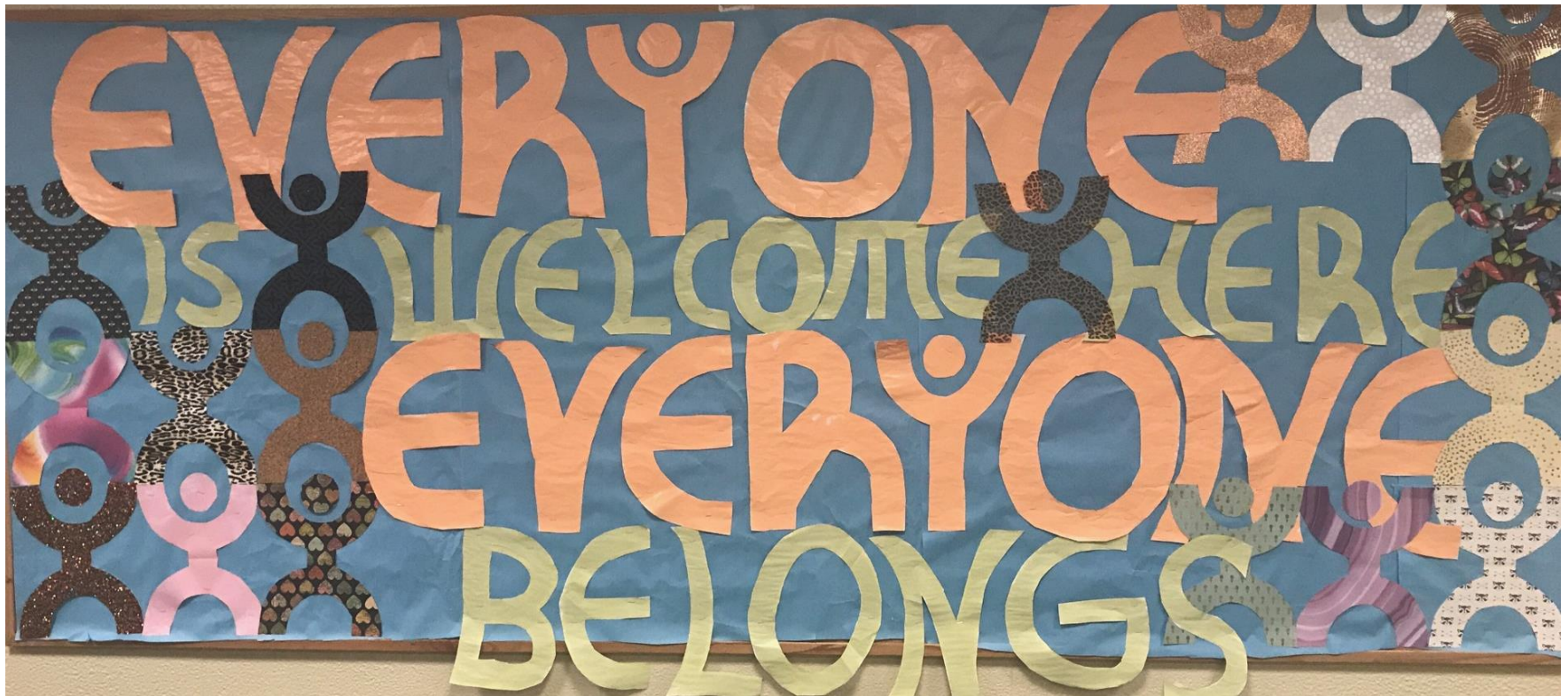


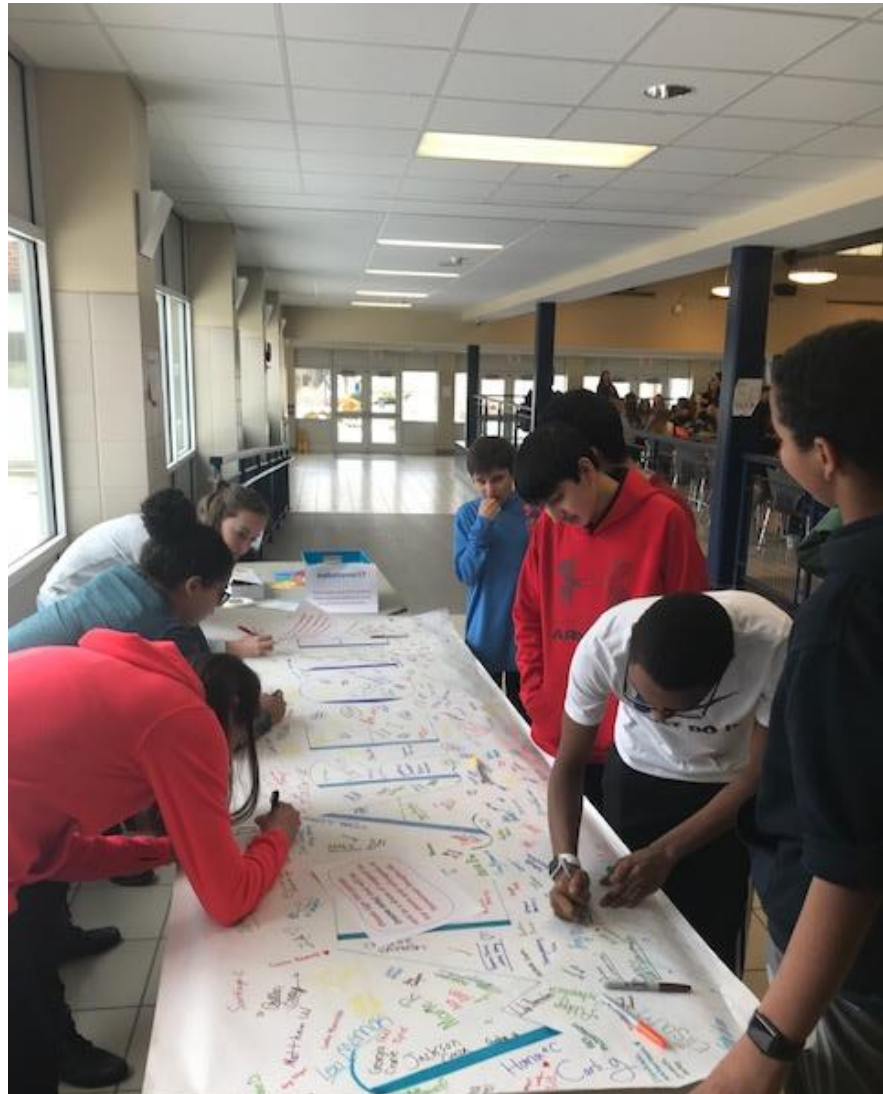
Inclusivity in Pittsford Schools

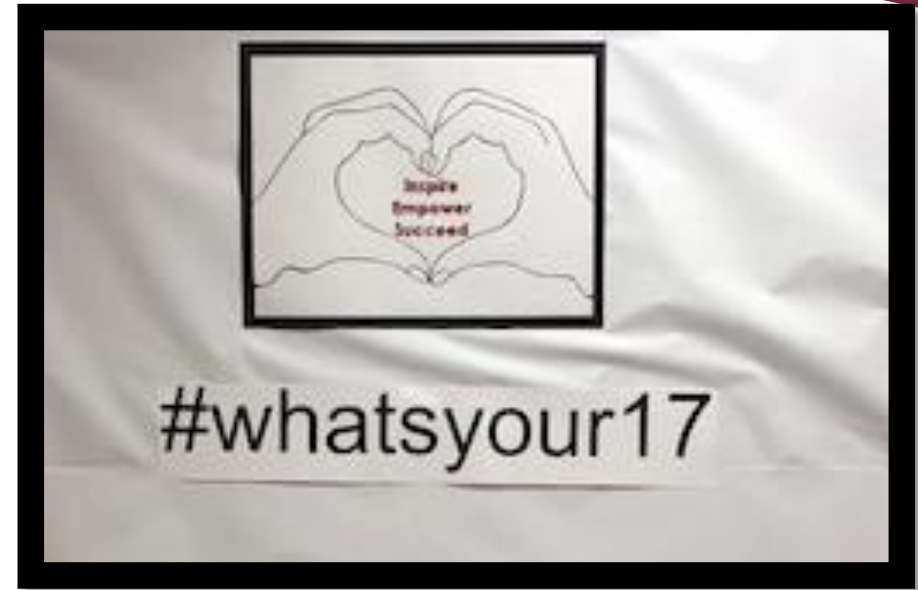
Superintendent Michael Pero



“Everyone is welcome here. Everyone belongs.”

Pittsford Schools





Diversity + Inclusion = Inclusivity

Diversity

- Diversity means all **the ways we differ**. Anything that makes us unique is part of this definition of diversity.

Inclusion

- Inclusion means **bringing together**; making someone a part of something bigger and embracing diversity in a beneficial way.

Inclusivity

- Inclusivity is taking diversity and inclusion and **turning this into action** by creating a school environment of engagement, respect and connection — where ideas, backgrounds and perspectives are tied together in a caring environment.

Continuously Improving

- Acknowledge that we enter this work with:
 - varying degrees of **knowledge** and **comfort**
 - differing views about **approach, pacing** and **outcomes**
- Commitment to implementing **proven, best practices** over time
- Identify **strengths/weakness** to make changes – data driven
- Commitment to **listening** to student, parent, staff voices
- Commitment to **building on our strengths** to **cause change**

Anything that makes us unique is part of this definition of diversity.



Adapted from The Loden Model

Approach
***Board of Education and
School District***

Mission

The Pittsford Central School District community works collaboratively to inspire and prepare our students to be their best, do their best and **make a difference in the lives of others.**

Approach *Board of Education and School District*

Vision

Pittsford Central School District will be the leader in realizing the promise of public education. We will design a transformational partnership among students, families, professionals, and community, based upon a new definition of success for all:

Our students will navigate a journey of self-discovery, leading them to overcome obstacles, pursue balance and wellness, and personalize their education. They will recognize challenges as opportunities for learning and accomplishment. **They will have the skills and competence necessary to understand and thrive in a diverse, global society.** During and after their time with us, they will be independent, healthy, resilient, and compassionate contributors to our community and beyond.

CORE VALUES

- Student – Centered
- Supportive environment for all
- Collaborative
- Progressive
- Continuous Improvement

Part of the Approach

Consistent with previous collaborations

- Religious Observance Advisory Committee (ROAC)
- Building on past experiences
- Model of inclusion, diversity and equity

Approach ***Board of Education and District Planning Team***

- Exploring **Inclusivity Advisory Committee**
- Committee Charter:
 - *Inclusivity Advisory Committee provides guidance to the Superintendent of Schools regarding systems, structures, policies, regulations and experiences that will lead to an environment of enhanced **school/community engagement, respect and connection** — where **diverse ideas, backgrounds and perspectives** are tied together in a **caring environment**.*

Guidance

- Board of Education policy, regulations, procedures
- Professional development, recruitment and retention
- Community Education and Outreach
- Curricular, Instructional and Extracurricular practices
- Analysis of multiple types of data from varied stakeholders
- Review of trends and best practices

Prospective Membership - DRAFT

- PDAA = 3 members
- PDTA = 3 members
- PTSA = 3 members, plus a parent of a student participating in the Urban Suburban program
- Urban Suburban parent = 1 member
- COT = 2 members
- Various recognized experts in the following areas will be selected via an interview process:
 - Mental Health
 - Special Education
 - Interfaith
 - Sexual Orientation
 - Gender Equity
 - Diversity/Inclusion

Building a Framework

Inclusivity Advisory Committee (charter)

Creating a school environment of engagement, respect and **connection**—where ideas, backgrounds and perspectives are tied together in a caring environment

PCSD Vision

Skills and competence necessary to understand and thrive in a diverse, global society

PCSD Mission

PCSD community works collaboratively to inspire and prepare our students to be their best, do their best and make a difference in the lives of others

PCSD Vision

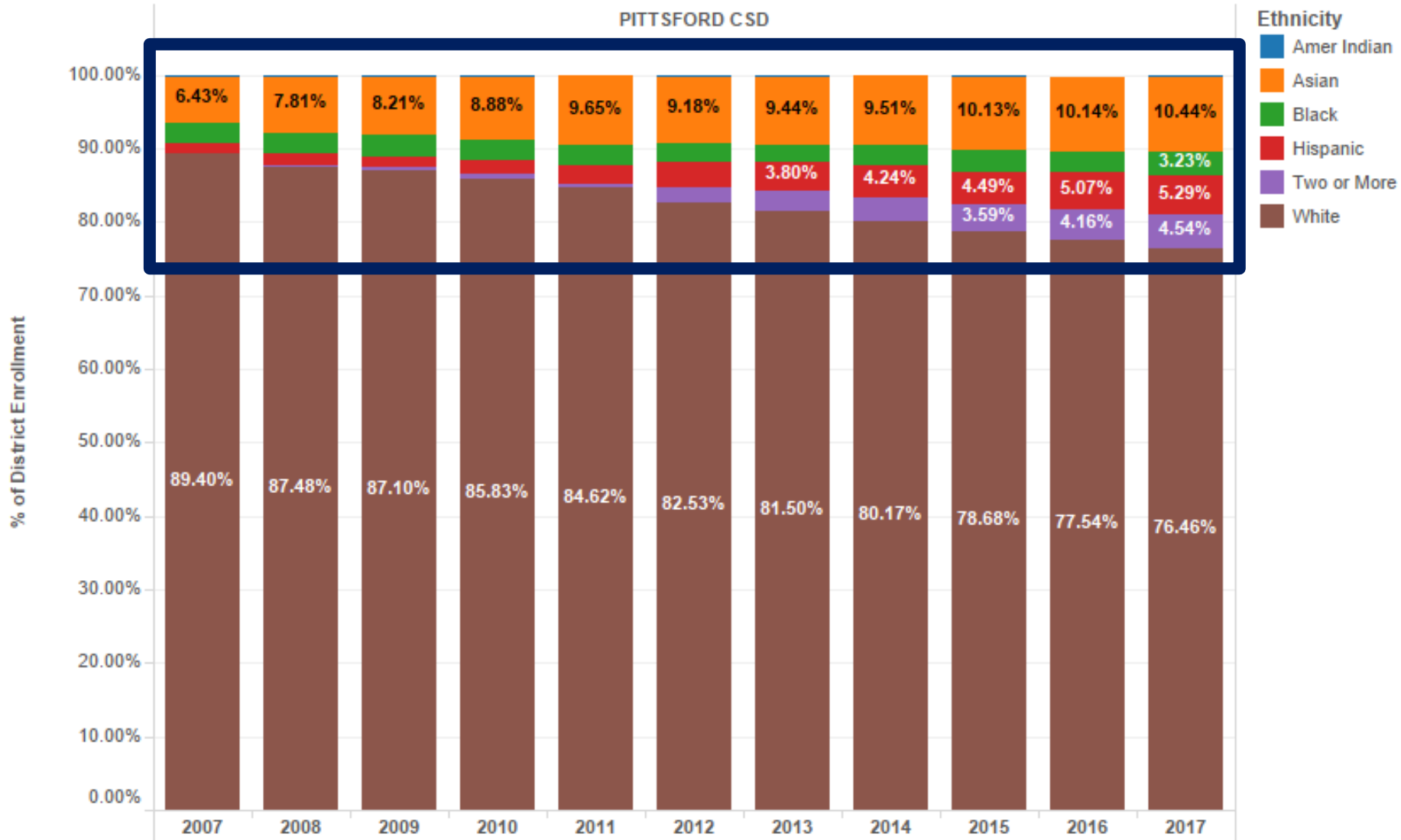
Student-Centered, Collaborative, Supportive Environment

Effective Decision-making

- Identifying **strengths** and **weaknesses**
- **Multiple** and **various** data points
- **Qualitative** and **quantitative** data collection

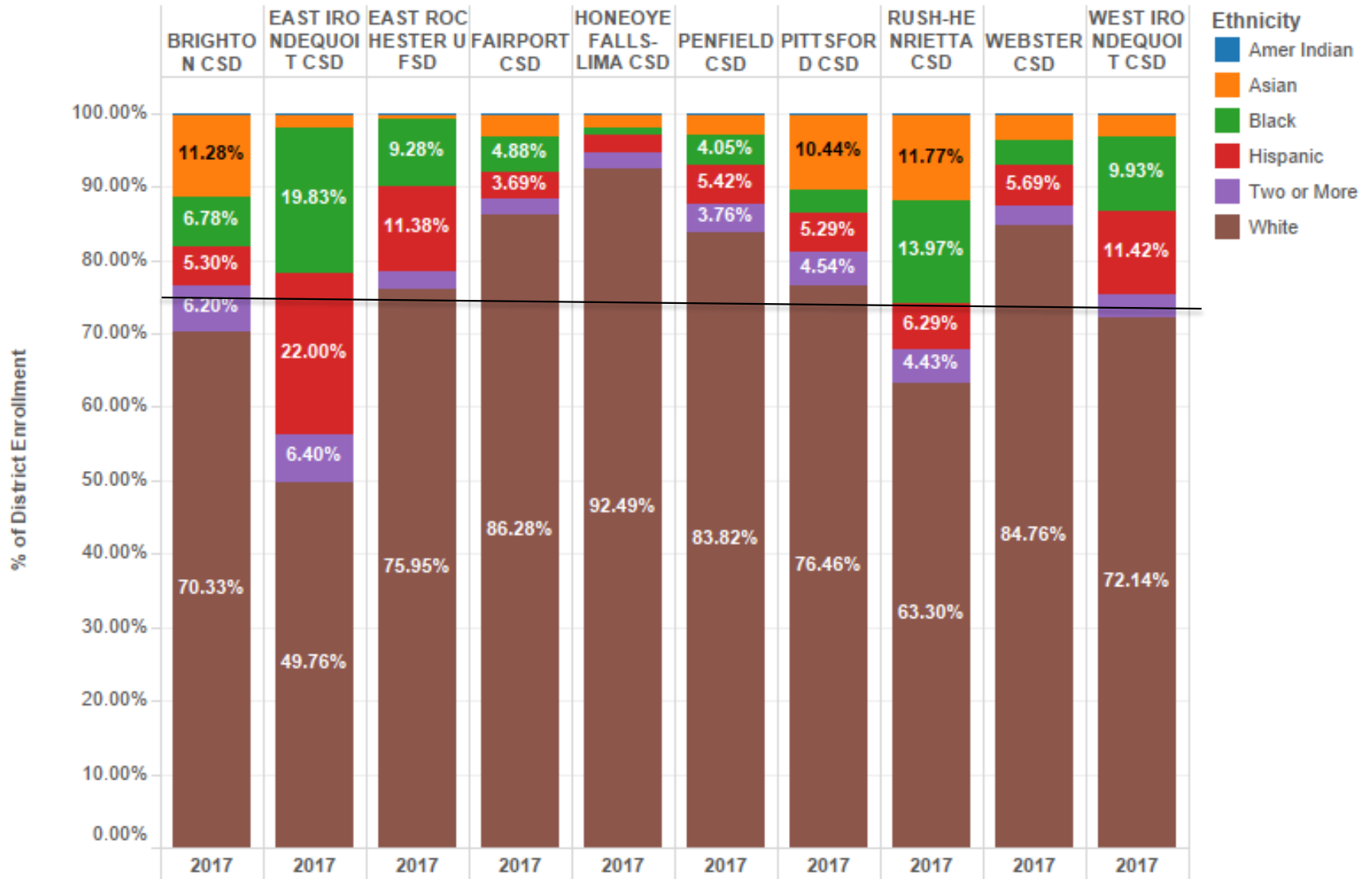
PCSD: Racial Diversity

Source: NYSED Enrollment Data



County: Racial Diversity

Source: NYSED Enrollment Data



Additional Data Analysis

Sub-Group

Gender

Race/Ethnicity

Urban Suburban Program
Participants

Family Economic Status

Special Education (including
504 Plans)

English Language Learners

Review Benchmarks

Programs

Behavior / Resolution

GPA

Participation

Diploma Type

College Attendance

Scholarships

Federal Survey: Qualitative Data

Sample Questions/Answers

- What is your race? You may **mark one or more races**
- All students are treated the same, regardless of whether their parents are **rich or poor**
- **Boys and girls** are treated equally well
- This school provides instructional materials (e.g., textbooks, handouts) that **reflect my cultural background, ethnicity, and identity**
- People of **different cultural backgrounds, races, or ethnicities get along well** at this school
- **I regularly participate** in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities

Board of Education and District-level examples

- **Recruitment** – Attend minority and Latino job fairs
- **Diversified Workforce** and Pathways 2 Teaching training
- **Website** – fully accessible
- **Enrollment Forms** – multiple language translations, and gender neutral
- Student **Opportunity** Fund through United Way
- Jewish Federation – visits to **Israel / school connection**
- **Standing Together Against Hate**: anti-Semitism, bigotry and intolerance
- **Jewish Council** connections
- Nazareth College: **Interfaith Engagement & Inclusivity in our Schools**
- **YWCA**: Person 2 Person

National Summit for Educational Equity

April 2018

- Eliminating Barriers through Culturally Responsive Teaching
- Ensuring Equity in Project-Based Learning
- “Micromessaging to Reach and Teach Every Student”™
- Inspiring Courage to Excel through Self-Efficacy
- Realizing Potential with Mindset
- Explore Non-traditional Careers
- For all Levels of Program



Melanie Ward

Asst. Superintendent for Instruction



Professional Development

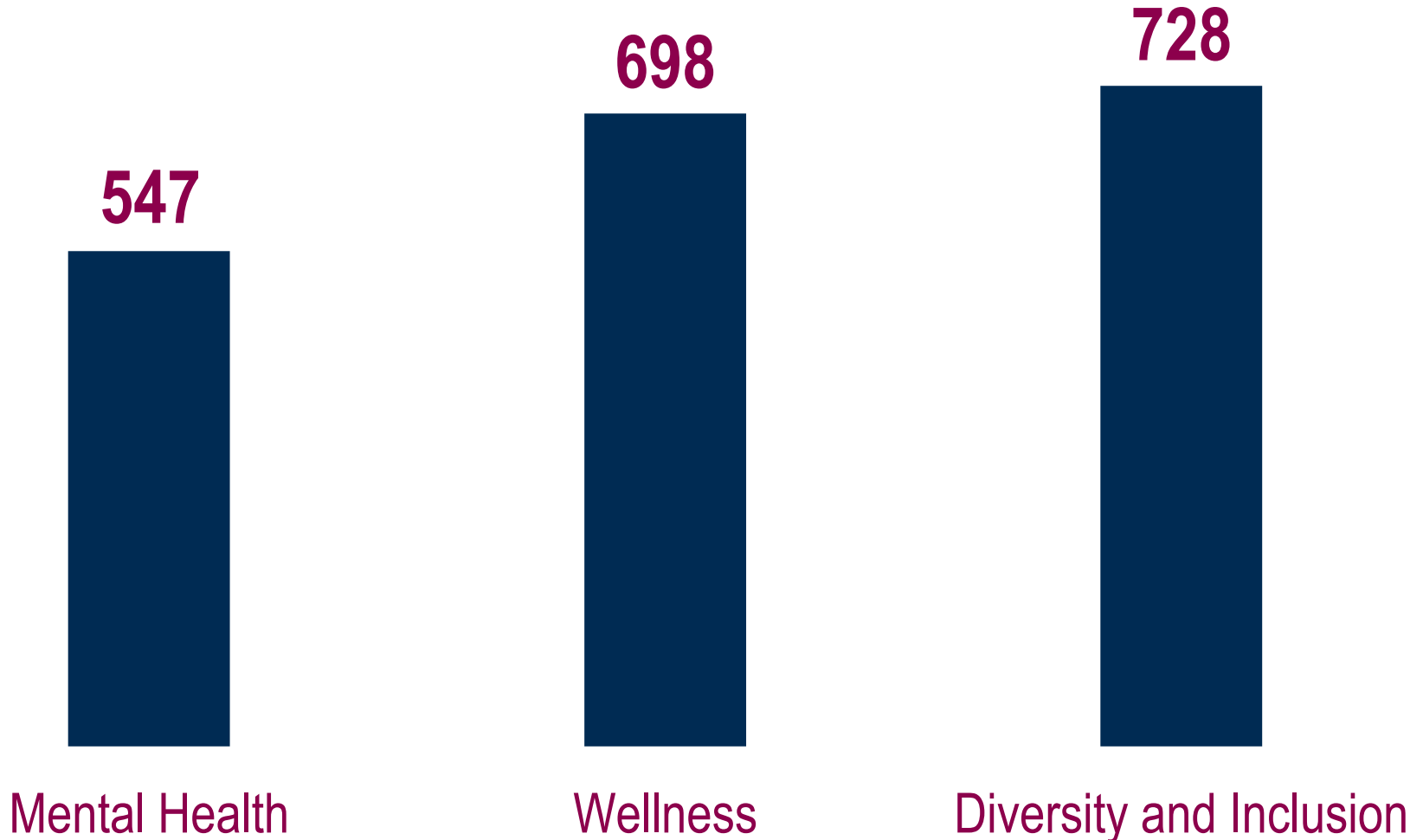
- Participants
- Training Offerings



Staff Member Training

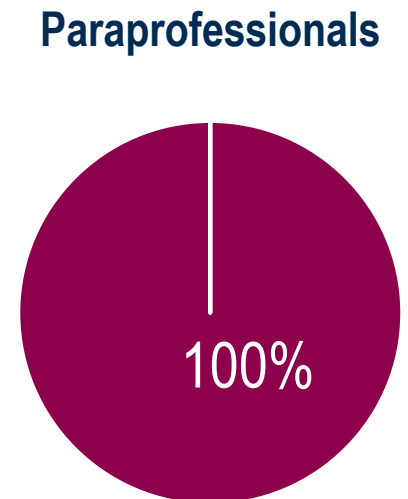
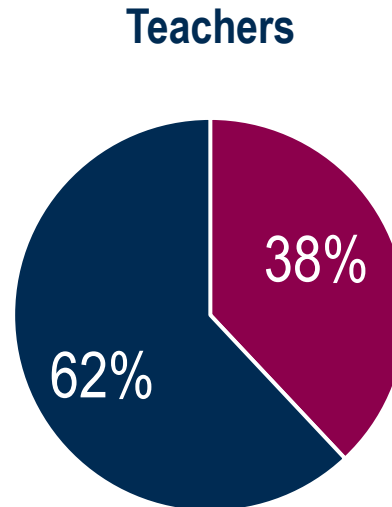
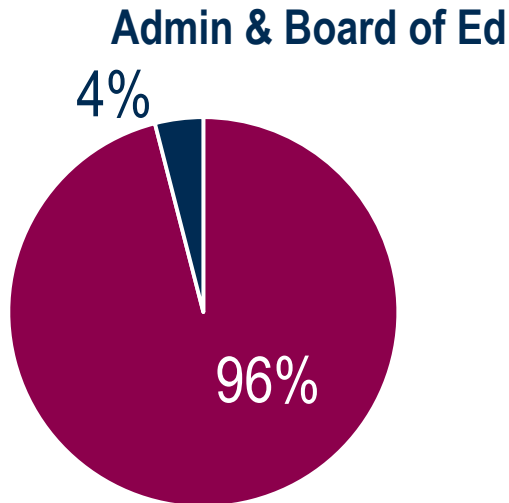
- Administrators
- Teachers, paraprofessionals
- Lunch and recess monitors
- Bus drivers
- Expanding to office personnel

Participants by Training Category July 2015 – Now



“LGBTQ Inclusivity” Training

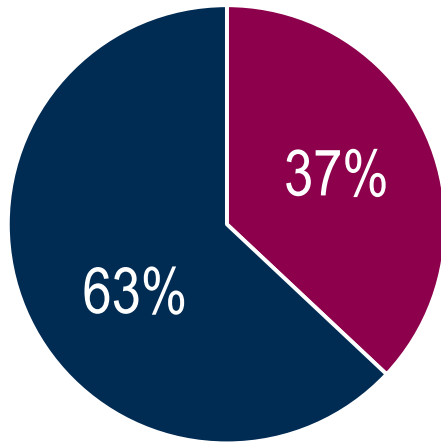
by OutAlliance®



 Trained  Not yet trained

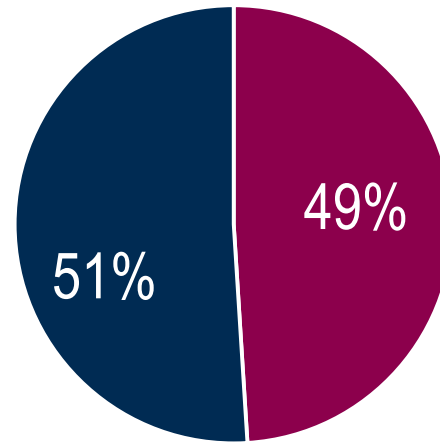
“Understanding Poverty” Training

Teachers



■ % trained ■ % not trained

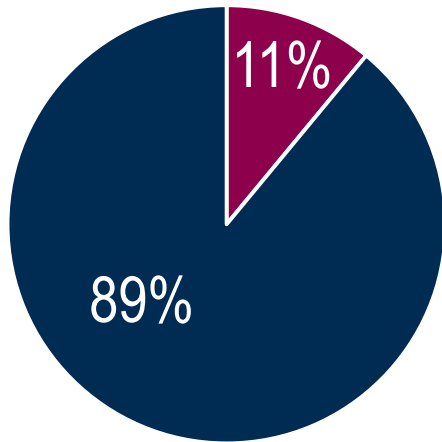
Paraprofessionals



■ % trained ■ % not trained

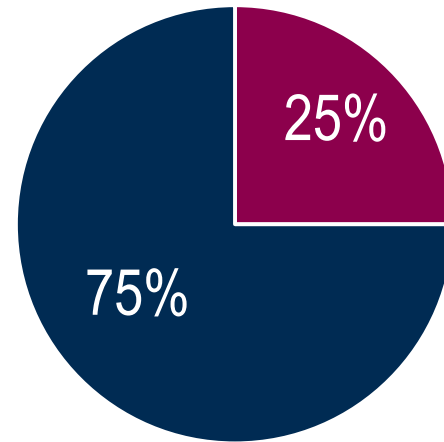
“Hidden Biases” Training

Teachers



■ % trained ■ % not trained

Paraprofessionals



■ % trained ■ % not trained

Lunch and Recess Monitors

- Training every **September** and ongoing throughout the year with Principal
- Focus on **SEL Core Principles** using building specific language
 - Thornell Road Way, ACES
- Compacts and rubrics
- Administrator presence on playgrounds – **modeling expectations**
- Buddy benches, lunch **buddies**

Bus Drivers and Attendants

- New Driver Training
 - 3-hour pre-service that includes **Bullying** presentation
 - State Mandated 30 hour training that includes **Bullying** and **Special Needs** training
- New Attendants
 - 3-hour pre-service training
 - 10-hour Basic class
 - Focuses on **Special Needs**
- SCIP Training
 - Attendants and **Special Needs** drivers
- Annual Refresher
 - State mandates **Special Needs** training

Curriculum and Instruction

- Course Offerings
- Curriculum, Resources, Instruction
- Building-based Initiatives

Course Offerings - Sampling

- Comparative Religions
- Contemporary Issues
- Minority Issues
- Health
- Film as Literature
- Mass Media and Society

Curriculum Mission

The mission of our curriculum is to engage all learners in authentic, rigorous learning experiences so that upon graduation students will be able to independently use their learning to achieve their goals and become contributing members of a global society.

Essential Questions throughout our Curriculum

- Why is it important to look at art from different time periods, places and cultures?
- How do I know what to believe?
- How do culture and literature shape each other?
- How does music reflect as well as shape history, culture, and society?
- Can an individual make a difference?
- Is one's perspective always right?
- How does where one lives affect how one lives?
- How are people more alike or different?
- What does it take to become a global citizen?

Resources

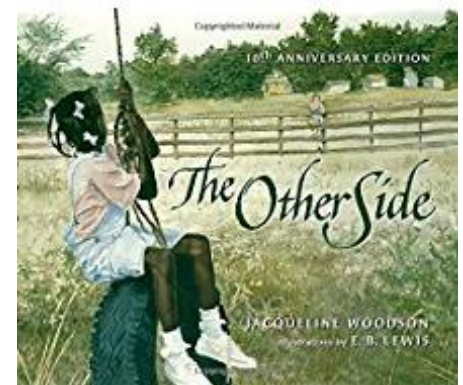
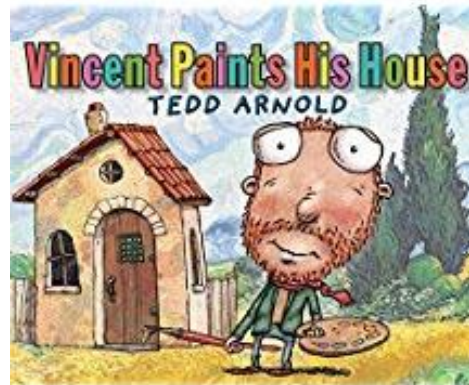
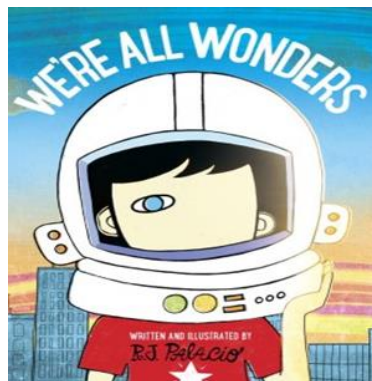
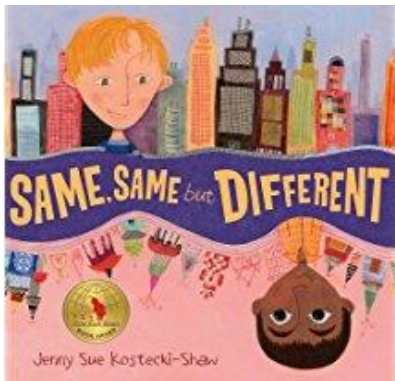
- **K-12 ELA Review**
 - Gaps identified
 - Awareness heightened
 - Introduction of new resources
- **K-12 Library**
 - HS LibGuide – LGBTQ resources
 - Cultural Competencies in Literature and Life Collegial Circle
- **K-12 Social Studies**
 - Primary Source documents

Instruction

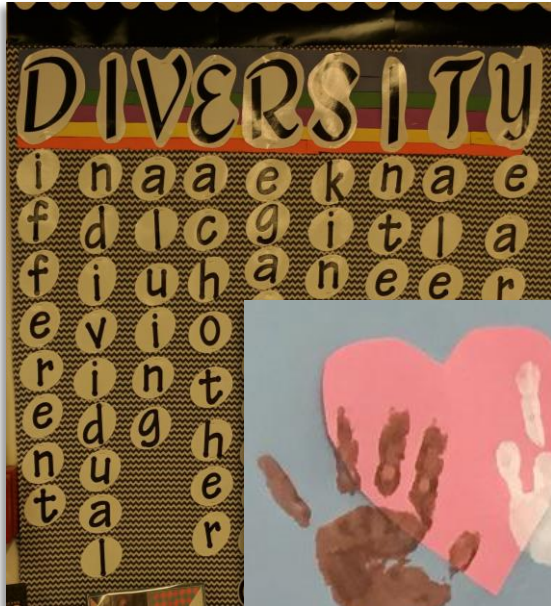
- **Supplemental materials**
 - How are our instructional and non-instructional materials reflective of our inclusive school community?
- **Examples from Social Studies classes**
 - Primary source documents from slaves, abolitionists, women suffragists, Native Americans, immigrants
 - Perspective taking – Analyzing sources from those who were colonized; *30 Days: Living as a Muslim*
- **Examples from high school English**
 - Study of African-American and Caribbean poets
 - Harlem Renaissance and the Jazz Age as a lead-up to literary modernism
 - Unit on post-modernism to include viewing and writing about the work of African-American painter, Romare Bearden
 - The Narrative of the Life of Frederick Douglass

Building-based Initiatives

- Principal's Book of the Month/All School Reads
 - Focus on empathy, inclusivity, diversity
- Responsive Classroom – class meetings
- Classroom Compacts
- Social Thinking



Black History Month 2018



“He had a dream. We are the dream.”

Dr. Patricia Vaughan-Brogan
Director of Student Services



School Safety in the Educational Climate (SSEC)

- Data collection processes for DASA and VADIR have combined into SSEC
- Two major themes **promote** and **measure** school climate
- Focus on **SEL** to learn essential skills that affect every area of student lives

SSEC

- Not punitive
- Reflective of the school climate
- Prevention and intervention



Prevention: Dignity Act Coordinator in every school

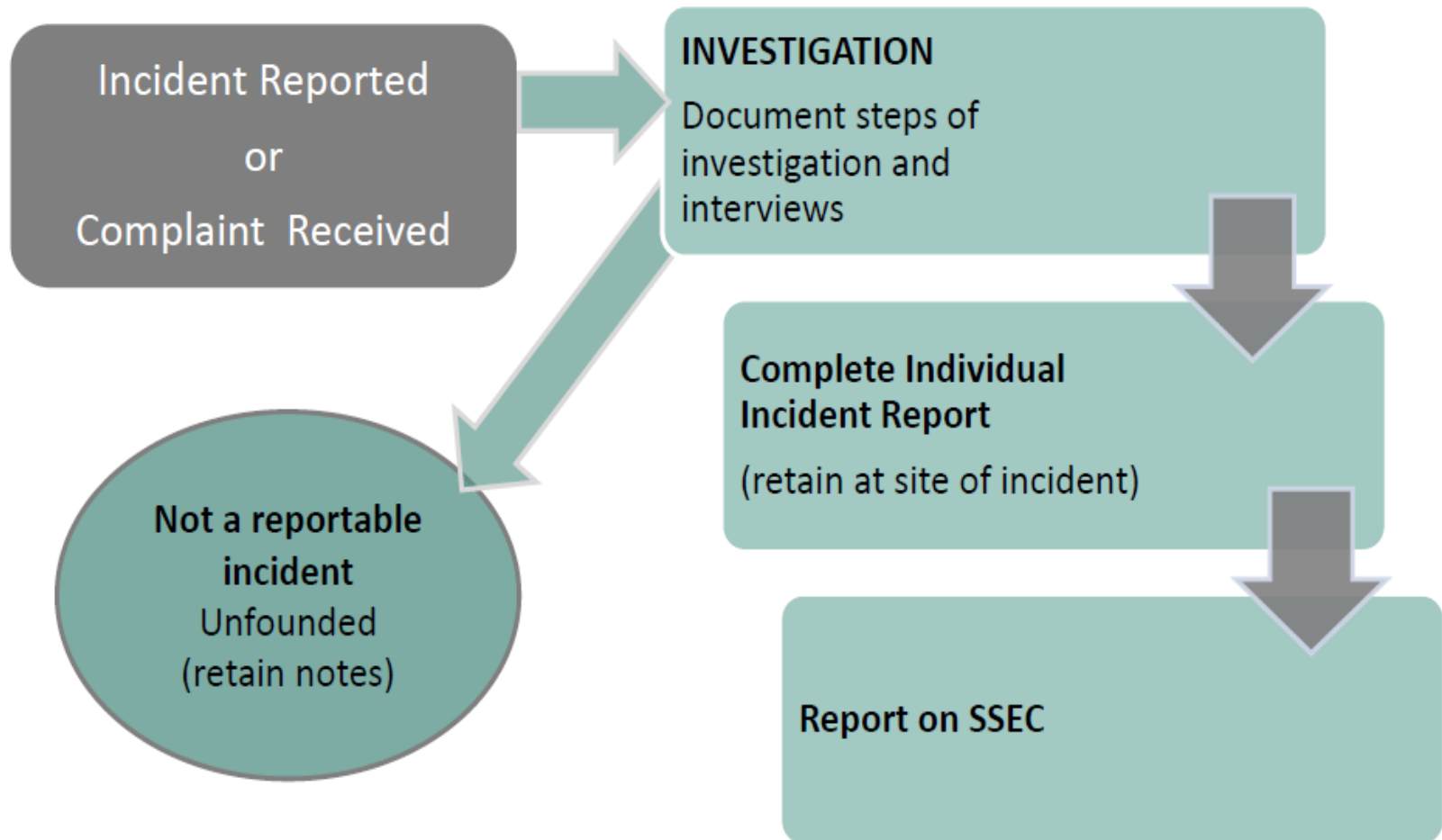
Reporting Forms

www.pittsfordschools.org

- Student Services page:
 - “Dignity Act for All Students”
- School pages:
 - “Parents/Students”



Intervention: reporting



Intervention: nine categories

- Homicide
- Sex offenses
- Assault with physical Injury
- Weapon possession
- Material incidents (*harassment, bullying, discrimination*)
- Bomb threat
- False alarm
- Use, possession, sale of drugs
- Use, possession, sale of alcohol



Not-punitive: going forward

Plan for change

- Restorative practices
- Positive intervention supports

Provide support to students and parents involved

- Counseling
- Conflict resolution
- Mediation

Take actions to improve school climate

- Behavioral intervention contract
- Teach dignity and respect

Develop/refine school policy

- Review and revise regularly



Prevention: parents can help

- Talk to your children
- Make your home a “bully-free” zone
- Model positive ways of negotiating social relationships
- Model appropriate use of internet and social media
- Think about how you talk about others
- Look for emotional or behavior changes
- Partner with your schools

School Climate: touchstones

Spirited
Together
Respectful
Original
Nurturing
Genuine

Be **VIKING**
STRONG



Being our best selves...

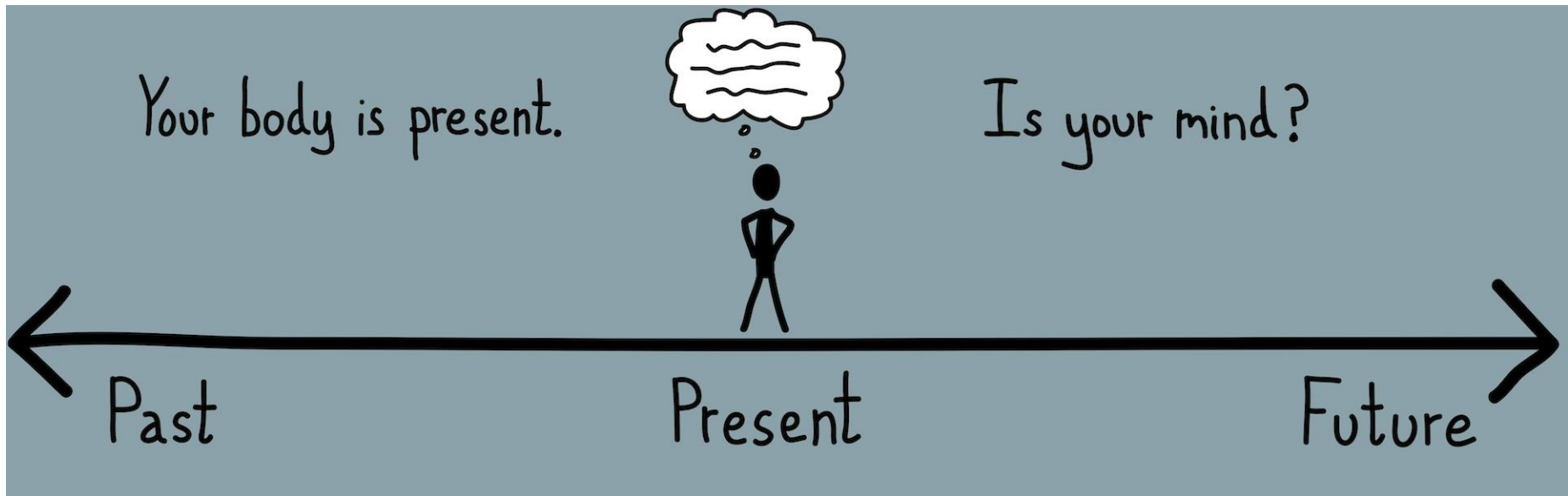


A ccepting
C ooperative
E mpathetic
S upportive



...doing our best work!

School Climate: mindfulness

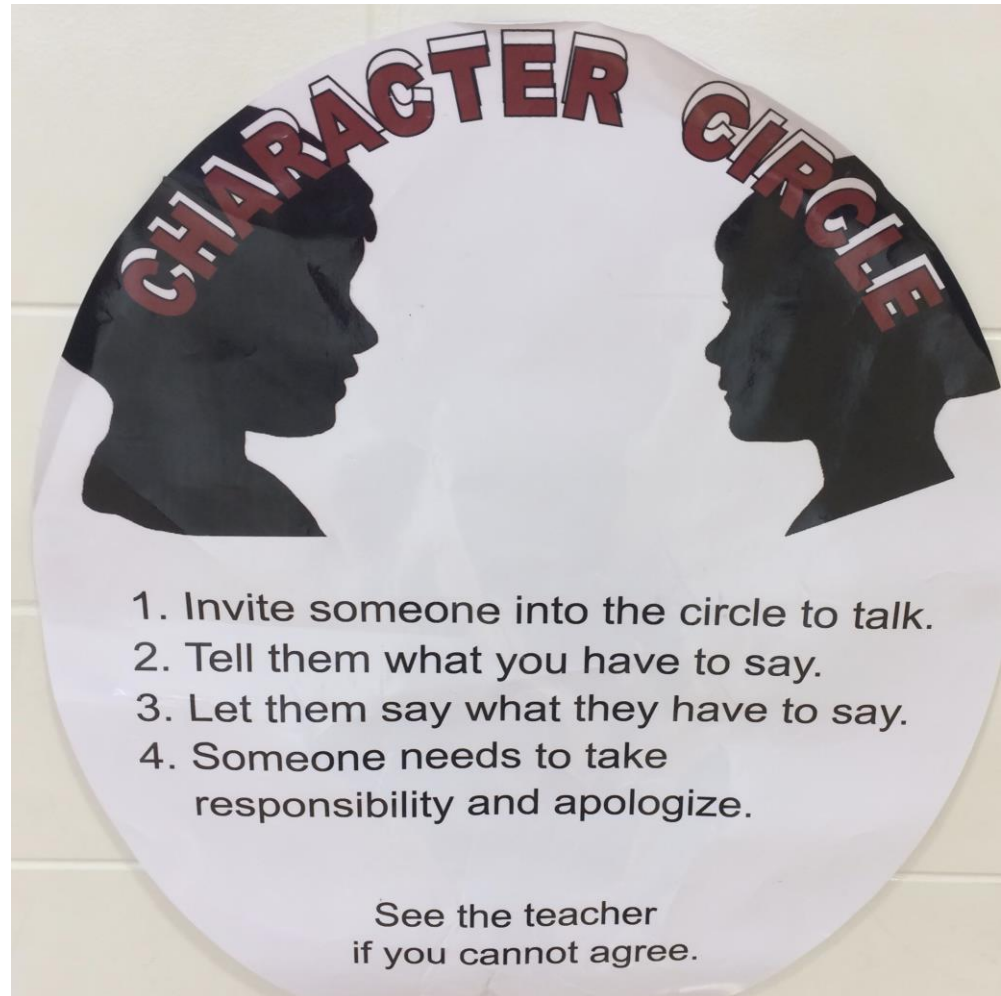


Being the Change

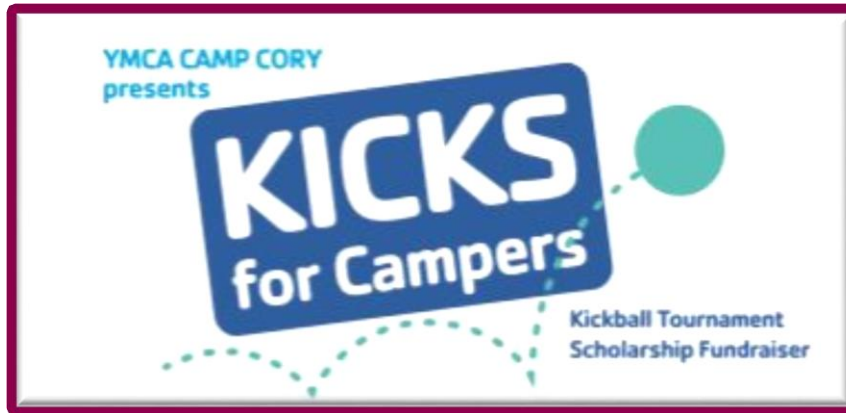
- Roc2Change
- RockKidsConnect
- Best Buddies
- Sources of Strength
- Gay-Straight Alliance Club
- Diversity Clubs
- English Language Learners Family Welcome Night

School Climate: responsive classrooms

- Class Meetings
- Class Compacts
- In-class Lessons



Continuous Improvement



Continuous Improvement

Systems-level Approach

- Board of Education – Vision
- District – Mission and Values
- Schools – Curriculum, extra-curricular activities
- Classrooms – Instruction

Utilize data-driven decision-making

- Identify key issues
 - Qualitative data
 - Quantitative data

Concurrent, ongoing work

- Partnering with stakeholder groups
- Staff training - expanding
- Develop Inclusivity Advisory Committee through District Planning Team
- SSEC (DASA and VADIR)

Thank you!

Discussion

Pittsford Schools



Pittsford Schools



Pittsford Schools

