



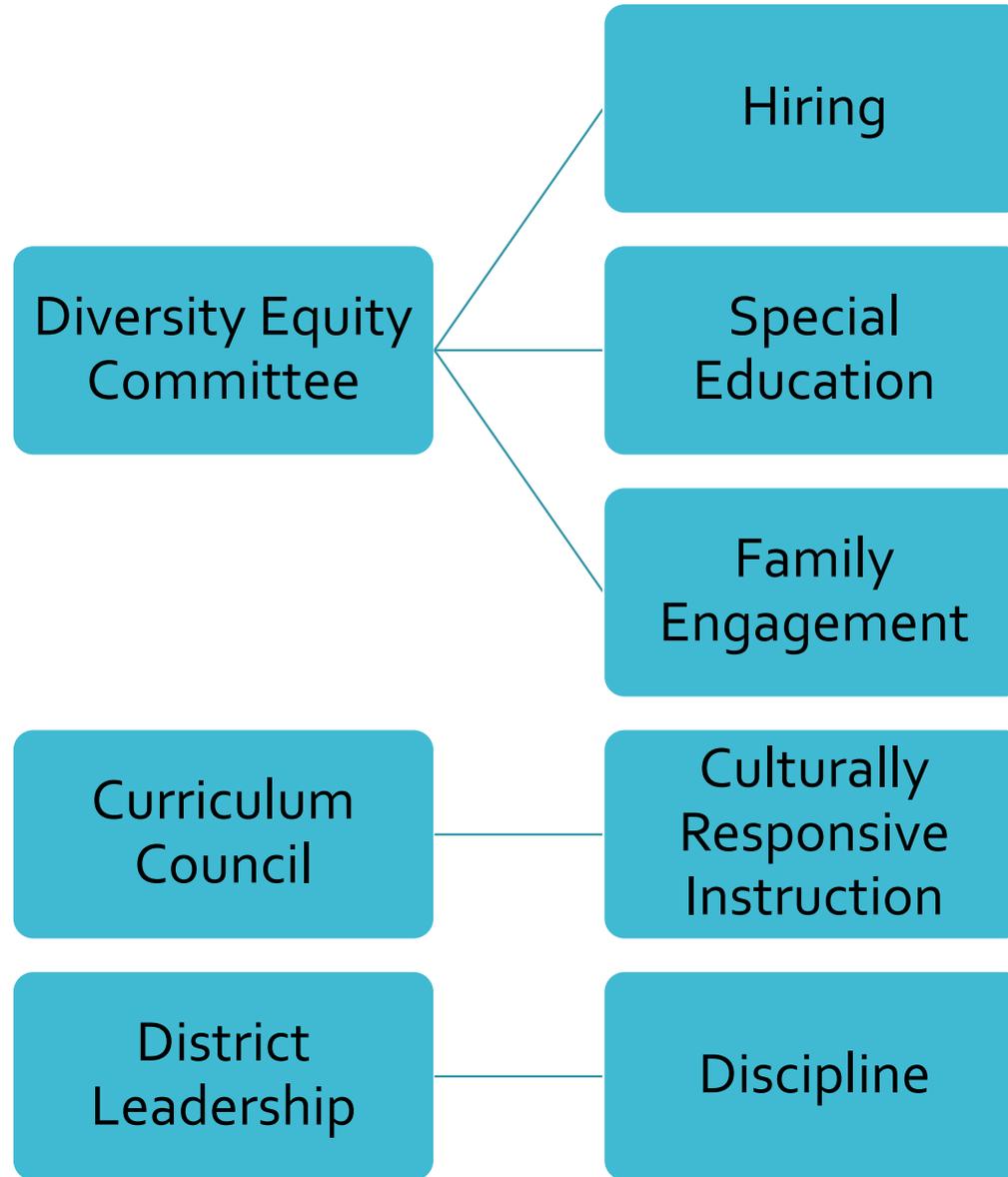
Blueprint Updates on Diversity/Equity

February 26, 2019

*Building on our tradition of excellence –
planning for the future.*



Diversity, Equity and Inclusion at Brighton



Some History

- Summer 2017, Blueprint designated D/E committee and priority area.
- 2017-2018 D/E committee establishes definitions of D/E at Brighton and develops list of areas for future study. Chooses focus for 2018-2019
- Fall 2017 – K-12 SCD dedicated to learning about implicit bias, general awareness building session
- 2017-2018 – Entire Curriculum Council spends year studying aspects of culturally responsive practices. District D/E committee works to define inclusiveness in Brighton as well as future directions for SpEd, hiring practices, and family engagement.
- Fall 2017- BHS students attend Roc2Change conference.
- Winter 2017 – TCMS holds poverty simulation followed by discussion of relevance for entire faculty.
- Spring 2018 – BHS hosts student panel. Small group follow up discussions.
- Summer 2018 – District Blueprint Committee defines D/E direction for 2018-2019 including hiring, SpEd, family practices, continued study of culturally responsive practices, discipline practices
- Summer 2018 – 6-12 DPD session offered by Dr. Joellen Maples on culturally responsive practices in humanities. Teachers begin implementing strategies in units of study and classroom practice.

Some History

- Hired Marlowe Washington and Renee Baker to assist with addressing diversity/equity needs across district
- 2018-2019 – Curriculum Council subgroup formed to define for Brighton, best practices in curriculum design, instructional practices and resource selection related to cultural responsiveness.
- Fall 2018 – Poverty simulations held at CRPS, FRES and BHS for entire faculty
- Fall 2018 – BHS students host Roc2Change conference for 500 area students
- Fall 2018 – Approximately 15 TCMS/BHS teachers attend a PD session on building culturally responsive classrooms
- 2018-2019 - Diversity/Equity committee subgroups study hiring, family engagement & SpEd identification procedures
- 2018-2019 - Leadership team reviewing discipline practices. K-12 – exploration of restorative practices by select groups in each building.
- 2018-2019 – Approx. 20 teachers from TCMS & BHS continue working with Dr. Maples to implement culturally responsive framework of instructional design
- Future: Summer 2019 – K-12 DPD day dedicated to exploring D/E issues

Leadership Team

- Data review and analysis
 - Disproportionate number of students of color, particularly male students, are suspended.
 - Mirrors local and national data.
- Review has been focused on the types of infractions and a study of how students are treated, referral by referral.
- Our question now is, why are students in this situation? What smaller offenses, perhaps handled differently, are leading to the larger?
 - Are students connected equally?
 - Working on parameters to ensure consistency.
 - Exploring restorative practices.

Family Engagement

Charge:

- Review family engagement practices as they relate to accommodating all families and their needs in order to attend and participate in events.
- Develop a District family engagement plan that clearly identifies how the district will engage with families in order to capitalize on best practices and provide consistency in the experience.
- Define parent mentoring/support programs that will help parents better access all aspects of the system

Updates

1. Reviewed the literature with respect to models of family engagement
2. Surveyed various groups on perceptions of inclusivity
3. Developed draft recommendations for consideration by larger committee
4. Next Steps:
 - Gap analysis of recommendations to models. What are we missing?

Curriculum Council: Culturally Responsive Practices

1. Updating district regulation for textbook/resource adoption
2. Developing framework for modifying curriculum to incorporate multiple perspectives
3. Designing professional learning opportunities for all staff to increase knowledge, skill and implementation of culturally responsive practices

Hiring

1. Divided Scope of Work into Three Focus Areas:
 1. Recruitment
 2. Environment
 3. Retention

Hiring - Recruitment

Charge: To develop and complete the Diverse Faculty Recruitment Action Plan

1. Develop and integrate protocols to ensure fairness and consistency in the hiring process.
2. Develop Search Process Guidelines/Procedures.
3. Review recent research and best practices to build *continuous recruitment* “pipeline” and “grow your own” programs (long-term subs; teaching assistants); explore types of Teacher Recruitment Programs to recruit and retain (eg. Teacher Cadet & Alternative Pathways Programs).
4. Research innovative approaches to network and outreach to an ethnically diverse teaching staff.
5. Make recommendations to enhance the search/hiring process in *most challenging* areas

Hiring - Recruitment

Action Steps:

1. Preparation for NemNet Minority Recruitment Fair
 1. Reviewed diversity statement exemplars to include in postings.
 2. Compiled BCSD promotional packet
 - a) Info on Rochester area and Town of Brighton
 - b) BCSD publications, facts and figures
 - c) Contractual information
 - d) Testimonials
 3. Developed template for faculty recruitment interest
 4. Started networking with local teaching colleges

Hiring - Environment

Charge: Define the desired environmental attributes to attract and retain high quality faculty members from diverse backgrounds.

- If Brighton was to be on the list of best places to work, how would we be described?
- What do we aspire to be so that we can invite prospective teachers to join our journey and help us get to where we want to be?

Hiring - Environment

Action Steps:

1. Review sample cultural assessment surveys and ESSA Climate survey
2. Develop draft survey questions for the three Focus Groups (Staff, Student, Parents)
 - Students – collaborate with BHS add questions
 - Parents -
 - Staff -
3. Discuss the survey tool
 - Thought Exchange – personal feelings (majority vs minority)
 - Focus group
 - Survey questions

Discussion Topic

Desired State Example – Artwork, pictures, visual displays, communication is a reflection of student body - (e.g. 20% of pictures and artwork should represent diversity (minority, special ed.) in an inclusive way

Special Education

Charge:

1. Analyze special education data to determine areas of disproportionality

Process:

1. Distribute data to committee members to independently determine areas of concern
2. As a committee identify all areas of concern
3. Prioritize areas to be addressed 2019-2020

Special Education

Areas of disproportionality identified by the data:

1. Students of Color-boys more than girls
2. All Boys
3. Students classified as other health impaired

Areas of disproportionality identified through observation:

1. Transfer students
2. Students with a strong advocate
3. ENL Students
4. Students with behavior

Special Education

How bias affects outcomes for students:

1. Access to all programs
2. How we communicate with families
3. Special education classification rate
4. Long term outcomes for students

Special Education

Ideas for next steps:

1. Strengthen Tier 1 Instruction
 - a. Culturally Responsive Pedagogy
 - b. Inclusive Practices
 - c. Unconscious Bias