



Blueprint Updates on Diversity/Equity (Restorative Practices)

June 4, 2019

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





Leadership Team Charge

Review equity and cultural responsiveness with regard to discipline practices.

Action Steps:

1. The Leadership Team will research discipline data in order to better understand equity issues discipline for all student groups.
2. The Leadership Team will review current practices and make recommendations for change in practice going forward.
3. The Leadership Team will research Restorative Justice programs formally while continuing to utilize informal restorative practices previously instituted.
4. Ongoing updates will be provided to the D/E committee



Leadership Team Work

1. The Leadership Team will research discipline data in order to better understand equity issues discipline for all student groups.
 - Discrepancies found in both quantity and types of consequences between white students and students of color.
 - Subjectivity of coding system identified as one issue.
 - Coding system updated and practices aligned.



Leadership Team Charge

2. The Leadership Team will review current practices and make recommendations for change in practice going forward.

- Code system revised
- Practices aligned for more consistency
- Pilot RP programs developed and implemented.
- **RP programs researched and strategically planned for. Will be recommended for Blueprint inclusion and Code of Conduct revisions for the 19-20 school year.**



Blueprint Updates on Diversity/Equity (Family Engagement)

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Diversity/Equity Subcommittee: Family Engagement

- ✓ Review family engagement practices as they relate to accommodating all families and their needs in order to attend and participate in events. Examine current structures that may be exclusive to some parents due to time, communication, organization, and language.
- ✓ Ask families from underrepresented groups how they feel about current levels of engagement and the best ways for them to be engaged.
- ✓ Define parent mentoring/support programs that will help parents better access all aspects of the system no matter how much social capital they have.
- ✓ Develop a district family engagement plan that clearly identifies how teachers at all levels will engage with families in order to capitalize on best practices and provide consistency in the experience.

Results of Needs Assessment/Surveys

- There are multiple ways that the district communicates with families. The purpose of most of the communication is to share information.
- Email is a good way to push information out, but not necessarily to get information back.
- The registration process is smooth.
- Parents feel that students are connected to the adults in the schools.
- The lack of translated communication is a barrier for some families. These families felt that it is unrealistic to continually count on siblings to translate for parents.
- Some families reported having difficulty assimilating to the Brighton culture. The school culture seems to be dominated by families who were raised in Brighton making it difficult for new families to fill the gap between their previous school experiences and experiences in Brighton. There is a lack of understanding by the dominant Brighton culture about the culture of others.

Recommendations

1. Work with PTSA to create a formal Family Mentorship program.
2. Establish a list of families willing to informally liaison for language translation purposes and/or families of color. Reach into the community for their expertise. (offer a multilingual eNews)
3. Support the creation of a family liaison position to work as a go-between between families and schools. This will be for proactive engagement.
4. Identify barriers of family participation prior to an event and address those.
 1. Child care
 2. Transportation
 3. Language
 4. Flexible times
5. Make efforts to move the timing of conferences to accommodate parent availability. Coordinate between buildings when there are siblings.
6. Task CC to further study funds of knowledge theory and applications.
7. Prioritize PD to family engagement. Locate experts from diverse backgrounds to help us develop and design.



Blueprint Updates on Diversity/Equity (Special Education)

June 4, 2019

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Thank You

Justine Parks
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Rebecca Spence
Teresa Mosher
Linda Palmer



- The goal of the Special Education Sub-Committee was to formulate a plan to create an equitable, unbiased and inclusive Program for all children and families within the district who may need and or are currently partaking in special education.



- ▶ In order to achieve the ideal state of having an equitable, unbiased and inclusive Special Education Program, we must first address the disparities in the classification of African American students



Findings

Special Education School Management System, IEP Direct, was used to generate this data.

The findings are delineated below:

The data reflected an unequal representation on African American students in special education as compared to the number of African American students represented in the total student population.



Data

Disproportionality:	District Total:	Classified:
African Americans	7% (248)	17% (89)
All Males	50% (1791)	66% (350)
Other Health Impaired	3.8% (3600)	75% males (104)
Other Health impaired	(total 139)	25% females (35)



Area of Focus: 2019-2020

- Area/Priority 1: To have BCSD acknowledge the depth of unconscious bias and the role it plays in how students are educated and classified.
- Area/Priority 2: Research disproportionality of African American classified students in BCSD, neighboring districts and nationwide.

Looking Toward the Future

Step Two:

Create a Special Education Program Advisory Council (SEPAC) to research priority one and two that may consist of subject matter experts: Pediatric physicians (PCPs and Psychiatrists), parents, students, BSCD staff, school board members, state agency members, local non-profit leaders, community foundations etc.

Step Three:

Based on the information presented by the SEPAC a needs assessment will be conducted.

Step Four:

Determine who is needed to assist with area transformation.

Step Five:

Determine desired outputs and outcomes in each area.



Summary

It is our hope that by examining current and future data gathered from SEPAC, we will align special education programming with district initiatives. In addition, the process will facilitate a deeper understanding of how unconscious bias and disproportionality of African American student impacts teaching, learning and relationship with families.



Blueprint Updates on Diversity/Equity (Hiring Practices)

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Committee Charge

Environment and Retention

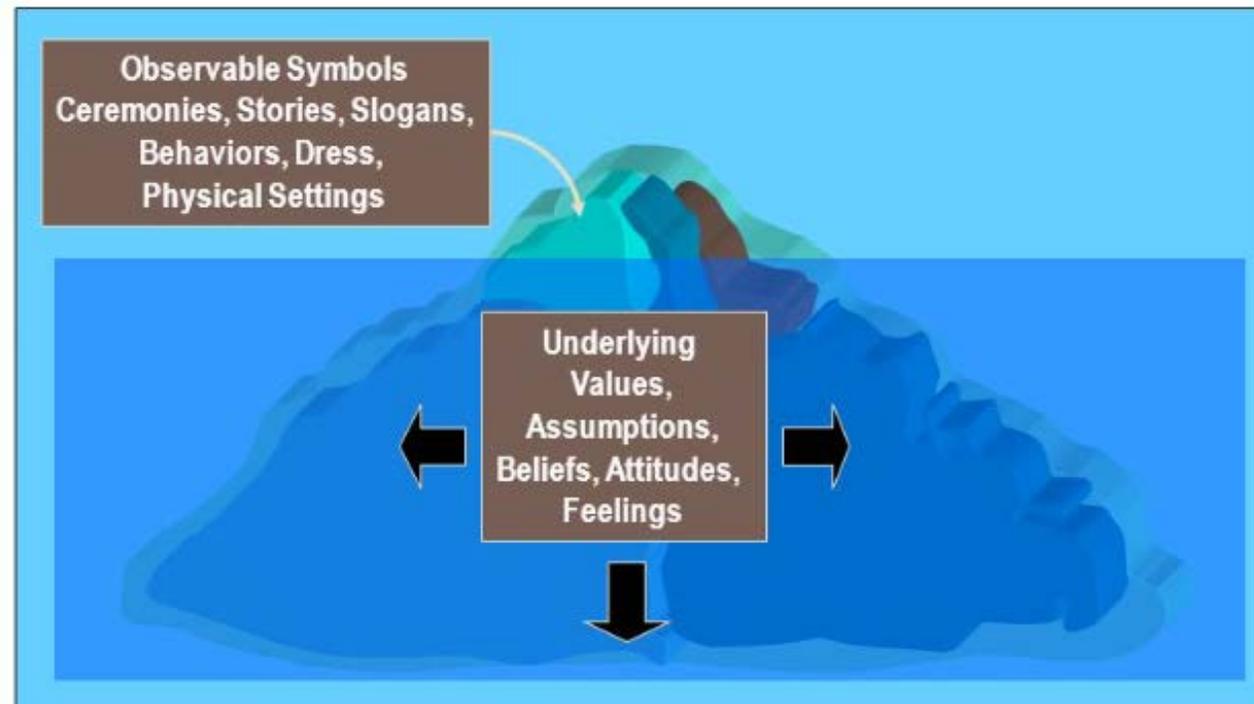
Charge: Define the desired environmental attributes to attract and retain high quality faculty members from diverse backgrounds.

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.
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

Levels of Corporate Culture





Commitment Statement

Diversity, equity, and inclusion are integral to a thriving community of learners. Brighton is deeply committed to empowering students to celebrate diversity, equity, and inclusion as they embark on achieving their full potential for personal development, educational success, and lifelong learning.

Brighton Central School District seeks candidates for faculty and staff positions that are eager to make Brighton an even more diverse and inclusive district for its students to thrive within. A range of backgrounds and perspectives leads to a variety of ideas, knowledge, and approaches, and we believe that a deep understanding and valuing of differences is necessary to our overall mission.

*We are committed to equipping students with knowledge, values, and skills that will enrich their lives and enable them to become responsible, contributing citizens of a changing global community. **We seek to foster a community that appreciates the benefits and responsibilities of living in a diverse world.***

“Playbook” Development



Environment
Attributes



Actions Plans
and Timetables



Evidence of
Success



“Playbook” Examples

Environment Attributes	Action Plans and Timetable	Evidence of Success
Tone at the top – policy, mission, vision clearly stated	Adopt and promote equity/diversity/inclusion statement on all postings	1) Qualitative feedback from prospective candidates, committee, and employee groups.
Artifacts, photos, artwork, communications, etc. will reflect the Districts vision and mission related diversity, equity, and inclusion	Develop procedures at the building level to review that artifacts, photos, artwork, communications, etc. are intentionally and purposefully inclusive.	2) Number of contacts with prospective candidates.
The District will engage in continuous recruitment of diverse candidates and specifically candidates of color	<ol style="list-style-type: none"> 1) develop and execute recruitment action plans 2) Partner with local and regional colleges 3) Update and marketing of recruitment materials 4) Development of “cadet” programs 	<ol style="list-style-type: none"> 3) Success in hiring candidates of color and % teachers of color compared to the % of students of color. 4) Growth in the number of applicants 5) Growth in the number of candidates forwarded to committee interview 6) Growth in the number of candidates hired.



Thank you committee members!