Eastern Suffolk BOCES
Educational Services That Transform Lives

First Supervisory District of Suffolk County
201 Sunrise Highway
Patchogue, New York 11772

Board Policy

Equity, Inclusivity, and Diversity in Education

Eastern Suffolk BOCES is committed to creating and maintaining a positive and inclusive academic and professional environment where all students and employees, especially those currently and historically marginalized, feel safe, included, welcomed, and accepted, and experience a sense of belonging and academic success.

Generally Accepted Beliefs and Agreements

All students and employees deserve to have equal access to opportunity. This freedom is fundamental to our mission and is extended to everyone without exception. However, ESBOCES also recognizes that students and employees have been historically marginalized due to inequities associated with aspects of their identities and their contexts, including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in ESBOCES or our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole. ESBOCES is committed to addressing these inequities and helping each and every student and employee to equitably access learning and professional opportunities to enable them all to thrive and to build a better society.

Goals

The goal of ESBOCES is to provide equitable, inclusive and diverse opportunities for all students and employees to reach their highest potential. ESBOCES will strive to develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments for all students and employees. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make people unique.

In order to truly realize this goal, it is imperative that the Board, its officers, and employees, be conversant in the historical injustices and inequalities that have shaped our society and to recognize and eliminate the institutional barriers, including racism and biases, that contribute to the pervasive, disparate educational outcomes within our Agency. Equitable and inclusive environments aim to understand, identify, address, and eliminate the biases, barriers, and disparities that may limit access and opportunities for students and employees.

The District Superintendent and Chief Operating Officer or designee(s) will ensure that curriculum and instructional materials reflect the Board's commitment to educational equity. All curriculum materials shall be reviewed and examined for bias on an ongoing basis, and by the appropriate administrator. Class instructional activities and extracurricular programs shall be designed to provide opportunities for cross-cultural interactions that foster respect for diversity.

Educational equity and inclusivity is an ongoing process that requires shared commitment and leadership if ESBOCES is to meet the ever-evolving society, unique learning needs of all students, and diverse backgrounds of our communities and schools.

ESBOCES believes students, employees, families and community are our greatest strength and diversity is viewed as an asset. Diversity means the condition of being different or having differences, including, but not limited to, sex, race, ethnicity, sexual orientation, gender, age, socioeconomic class, religion, and ability, and other human differences. Embracing these diversities and moving beyond tolerance and celebration to inclusivity and respect will help ESBOCES reach our goal of creating a community that ensures that each and every voice is heard and valued.

Accountability, Transparency and Review

The ESBOCES Board, its officers and employees, accept responsibility and will hold themselves and each other accountable for every student having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and sufficient, individually-tailored support for learning so they can achieve at excellent levels in academic and other student outcomes. ESBOCES will commit time, energy and resources to develop a more equitable, inclusive, and diverse welcoming environment for all students, parents/persons in parental relation and staff. To this end, ESBOCES will establish a Board Diversity, Equity, and Inclusivity Committee as well as an ESBOCES Diversity, Equity, and Inclusivity Advisory Council. This Advisory Council may include representation from various staff including administrators from across the Agency. The Board Diversity, Equity, and Inclusivity Committee and the ESBOCES Diversity, Equity, and Inclusivity Advisory Council will assist the administration in developing and implementing specific prevention initiatives, including the adoption and revision of policies and implementation of practices designed to promote diversity, prevent discrimination, assure equitable access to high quality staff, professional development, facilities and materials, in order to maximize all student achievement.

ESBOCES will continue to develop goals and corresponding metrics related to this policy within the Agency-wide strategic plan. ESBOCES will identify the multiple indicators necessary to monitor student outcomes, engagement, school climate, and specific data necessary to ensure accountability for student, school, and ESBOCES-wide performance.

With committee input, the District Superintendent and Chief Operating Officer are directed to develop and implement a plan for ensuring that equitable educational and professional opportunities are being provided to all students and employees. In addition, the Board directs that training programs be established for students, and employees, to raise awareness of the issues surrounding cultural responsiveness, diversity, equity and inclusion and to implement preventative measures to help counteract biases and practices that perpetuate disparities and lead to disproportionate levels of success. The Plan will endeavor to address how age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can learn from a diverse range of experiences and points of view.

The Board, the District Superintendent and Chief Operating Officer will monitor and review ESBOCES' metrics and equity activities to determine the extent to which ESBOCES programs are complying with this policy, and progress made toward attaining the goals of this policy. The District Superintendent and Chief Operating Officer will regularly report progress on the equity, inclusivity, and diversity plan and outcomes to the Board of Education (and associated sub-committees), Agency Committees, and other stakeholders of Eastern Suffolk BOCES. Based on those results, this policy, and the specific objectives set to meet its goals, may be revised as needed.

Equity Policy Communication

To be successful in this endeavor, it is imperative that all members of the ESBOCES community are aware of this policy, its purpose, procedures and ESBOCES commitment to diversity, equity and inclusivity by fostering a positive learning and professional environment that embraces all diverse, unique and individual differences.

The District Superintendent and Chief Operating Officer, or designee(s), are directed to ensure that this policy is communicated to students, staff, and the community. This policy will be posted on ESBOCES website, and will also be published in student registration materials, student, parent/person in parental relation and employee handbooks, and other appropriate ESBOCES publications.

Policy Enforcement

The Board directs the District Superintendent and Chief Operating Officer or designee(s) to enforce this policy and create regulations and practices to implement this policy. The Board will annually review ESBOCES implementation of this policy and take appropriate action to ensure compliance with and enforcement of this policy.

Equity Definitions

The following definitions have been taken from several sources, listed below. These definitions are offered to foster a deeper understanding of equity, inclusivity and diversity.

Achievement gap – refers to the unequal or inequitable distribution of educational results and benefits – the outputs. Compare to Opportunity gap and Learning gap;

Culture - is defined as the multiple components of one's identity, including but not limited to: race, economic background, gender, language, sexual orientation, nationality, religion, and ability. Therefore, it far transcends practices such as cuisines, art, music, and celebrations to also include ways of thinking, values, and forms of expression;

Cultural competence - refers to an ability to interact effectively with people of different cultures and is comprised of four components:
1.   Awareness of your own cultural worldview;
2.   Attitude towards cultural differences;
3.   Knowledge of different cultural practices and worldviews; and
4.   Cross-cultural skills.

Cultural responsiveness – acknowledges the presence of culturally diverse students and the need for students to find relevant connections among themselves and the subject matter and the tasks teachers ask them to perform;

Disaggregated data - means the numerical or non-numerical information that has been (1) collected from multiple sources and/or on multiple measures, variables, or individuals; (2) compiled into aggregate data i.e., summaries of data-typically for the purposes of public reporting or statistical analysis; and then (3) broken down in component parts or smaller units of data. For example, information about whether individual students graduated from high school can be compiled and summarized into a single graduation rate for a school or a graduating class, and annual graduation rates for individual schools can then be aggregated

into graduation rates for districts, states, and countries. Graduation rates can then be disaggregated to show, for example, the percentage of male and female students, or white and non-white students, who graduated. Generally speaking, data is disaggregated for the purpose of revealing underlying trends, patterns, or insights that would not be observable in aggregated data sets, such as disparities in standardized-test scores or enrollment patterns across different categories of students;

Disparities - mean the unequal outcomes of one subgroup (e.g., racial or ethnic groups) as compared to outcomes for another subgroup;

Disproportionality - is the underrepresentation or overrepresentation of a subgroup (e.g., racial or ethnic groups) compared to its percentage in the total population;

Diversity - is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. These differences can exist along dimensions of race, ethnicity, gender, language heritage, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of difference contained within everyone. Finally, we acknowledge that categories of difference are not always fixed but can be fluid, and we respect individual rights to self-identification, as no one culture is intrinsically superior to another;

Educational equity - means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students, and (2) eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation. The principle of educational equity goes beyond formal equality where students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally;

Equity lens - means an intentional focus on analyzing or diagnosing the impact of the design and implementation of policies on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers;

Historically marginalized - refers to individuals who have not been able, due to societal constrains, to compete fairly in society (definition created by NYSSBA);

Inclusive education - is education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honored and all individuals are respected. An inclusive school system ensures that each student can participate in the classroom and in the community in positive and contributing ways;

Implicit bias - is defined as a belief or attitude that affects our understanding, decision, and actions, and that exists without our conscious awareness;

Institutional racism - is racial inequity baked into our institutions, connoting a system of power that produces racial disparities in domains such as law, health, employment, education, and so on. It can take the form of unfair policies and practices, discriminatory

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treatment and inequitable opportunities and outcomes. A school system that concentrates people of color in the most overcrowded and under-resourced schools with the least qualified teachers, compared to the educational opportunities of more advantaged students, is an example of institutional racism;

Internalized racism is the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases, and prejudices are all within the realm of internalized racism. For people of color, internalized oppression can involve believing in negative messages about oneself or one's racial group. For Whites, internalized privilege can involve feeling a sense of superiority and entitlement or holding negative beliefs about people of color;

Learning gap - refers to relative performance of individual students – i.e., the disparity between what students have actually learned and what they were expected to learn at a particular age or grade level, as compared to "achievement gap" and "opportunity gap";

Microaggressions - are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of targeted persons, demean them on a personal or group level, communicate the perception that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment;

Opportunity gap - is the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students;

Rigor - is defined as instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives;

Socioeconomic status - is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control;

Sociocultural responsiveness - involves the active sensitivity to what all students need to be successful academically, psychologically, emotionally, and socially. Such responsiveness recognizes that all students are different and must be uniquely responded to, challenged and stimulated, and strategies must be adapted to meet the needs of individual and groups of students;

Student engagement - is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of "student engagement" is predicated on the belief that learning improves when

students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged";

SOURCES

1. The Glossary of Education Reform. (2014). An online resource produced by the Education Writers Association and the Nellie Mae Education Foundation. Available at https://www.edglossary.org Accessed 4/15/2020
2. Culturally Responsive-Sustaining Education (CR-S), New York State Education Department. (2018) Available at http://www.nysed.gov/bilingual-ed/culturally-responsive-sustaining-education-framework Accessed 2/25/2020
3. Key Equity Terms and Concepts: A Glossary for Shared Understanding. (2019). Center for the Study of Social Policy. Available at https://cssp.org/our-work/project/equity-justice#glossary-of-terms Accessed 6/25/2020
4. New York State's Final Every Student Succeeds Act (ESSA) Plan Summary. (2018). New York State Education Department. Available at www.nysed.gov/common/nysed/files/programs/essa/nys-essa-plan-summary.pdf Accessed 7/25/2020
5. Equity Lens. (2018). University of Minnesota. Available at https://policy.umn.edu/equity-lens Accessed 8/18/2020
6. Equity Toolkit for Administrators. (2010). Colorado Department of Education and the Office of Language, Culture and Equity. Available at https://www.cde.state.co.us/sites/default/files/documents/cde_english/download/resources-links/equity%20toolkit%20final_2010.pdf Accessed 8/10/2020

References:
- Board Policy 5150 - Recruitment, Selection, and Appointment of Employees
- Board Policy 5381 - Registration and Professional Development
- Board Policy 6120 – Student Referral and Placement
- Board Policy 6130 – Equal Educational Opportunity (Students)
- Board Policy 7140 - Evaluation of Instructional Programs and Services
- Board Policy 7210 - Textbooks
- Administrative Regulation 5150R.1 – Recruitment, Selection, and Appointment of Employees

First Adopted: 5/19/2021

Regulation

Eastern Suffolk
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Diversity in Education**

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The following outlines the process for achieving educational equity and the elimination of barriers and bias, particularly institutionalized racism and cultural biases, and disparities that limit a student's chance to graduate high school prepared for college, for a career, and for life.

Educational equity means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. Resource allocation will support the definition of educational equity adopted in this regulation and board policy while complying with state and federal funding requirements.

Educational equity ensures that all students have equal access to courses, teachers, school environments, regardless of students' race or ethnicity, socio-economic status, or language.

A. Eliminate and Disrupt Systemic Inequalities

Eastern Suffolk BOCES believes that all students can learn and that every student has a right to an equitable educational experience and a sense of belonging at school. Therefore, the Board and ESBOCES officers will intentionally act to reduce achievement gaps and to establish a climate of high expectations for all learners, regardless of the color of their skin, their gender, their sexual orientation, the language they speak, or their background. To achieve high levels of achievement and eliminate and disrupt systemic inequities, the Board and ESBOCES leadership will:

1. lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;

2. acknowledge historical institutions, such as racism, sexism, classism, ableism, heterosexism and other forms of oppression or "isms," that has systematically limited the educational and societal advancement of marginalized groups;

3. promote and publicly announce actions that address systemic inequities at both the building and ESBOCES levels;

4. develop and support effective equity and inclusive leadership at the program and ESBOCES levels;

5. develop a shared ESBOCES and community understanding and definition of equity, inclusion and, diversity;

6. invite and include people from diverse backgrounds to examine issues and develop solutions that address root causes and systems rather than one-time fixes;

7. address opportunity and achievement gaps at every level of ESBOCES through review of policies, procedures, and practices necessary to ensure success for every student;

8. eliminate practices, including policies and procedures, that result in predictably lower academic achievement for any student group, especially those historically marginalized groups, compared to other students or groups;

9. model racial and ethnic equity, inclusion, and diversity in business and operational practices;

10. develop reporting, investigation, communication, and accountability processes related to actions of racism and occurrences;

11. provide professional development to address the role and presence of bias, prejudice, and racism, which will:

    - address the impact on historically marginalized learners;

    - address the causes of distrust/mistrust in marginalized communities; and

    - dismantle narratives and structures that promote discrimination and problematize students, especially students of color.

B. Aim to Ensure Systemic Equity

To aim to ensure educational equity for all, ESBOCES will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. ESBOCES will:

1. intentionally seek and include voices (e.g., student government) and experiences of students who have historically been excluded from leadership roles;

2. encourage staff to be actively engaged in the development and implementation of culturally responsive teaching and learning practices and curriculum;

3. engage family and community members in the development and implementation of culturally appropriate and effective partnerships between home and school;

4. aim to ensure each program is welcoming and inclusive to all who enter;

5. establish, support, and sustain building-level and ESBOCES-wide equity and inclusion leadership groups consisting of varied stakeholders, including students, parents/persons in parental relation, staff, and administrators to strengthen community dialogue regarding equity, inclusion and, diversity initiatives;

6. review existing policies, programs, professional development, and procedures to aim to ensure the promotion of equity, and all applicable new policies, programs, and procedures will be developed using an equity lens;

7. remedy the practices, including assessment, that may lead to the over-representation of student groups in areas such as special education and discipline, and the under-

representation of groups in programs such as talented and gifted and Advanced Placement;

8. provide every student, regardless of the color of their skin, their gender, their sexual orientation, their ability, the language they speak or their background, with equitable access to high quality and relevant instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal;

9. be intentional about attracting, retaining, and supporting a workforce that reflects the diversity of our student body;

10. aim to ensure a positive, supportive, and academically rigorous school environment that engages all students and includes multiple pathways for success;

11. create and implement culturally responsive instructional practices, curriculum and assessments;

12. recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel;

13. create multiple pathways to success in order to meet the needs of students, and will actively encourage, support, and expect high academic achievement for students from all student groups. ESBOCES will not let implicit or explicit biases prevent every student from graduating ready to succeed in a diverse society;

14. provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.

C. Implement an Equity Lens

The purpose of an equity lens is to be intentionally inclusive as ESBOCES makes decisions. It poses questions that help the decision-makers focus on equity in both the process and outcomes. These questions are designed to create a more inclusive perspective, drawing attention to how the decision holds the potential to affect marginalized groups. By applying an equity lens, ESBOCES intends to:

1. identify clear goals, objectives, and measurable outcomes;

2. provide a common vocabulary and protocol for evaluating policies, programs, practices, and decisions for racial equity; and

3. produce policies, programs, practices, and decisions which result in more equitable outcomes.

ESBOCES will apply an equity lens when making any decisions that will have an impact on students by answering the following questions:

1. What is the action or policy in question?

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2. What does the data show about the impact of the action on student achievement, opportunity, and climate?

3. If there are disparity gaps between groups, why do they exist?

4. Which individuals are missing in the discussion to address disparities?

5. How will ESBOCES mitigate the disparities?

D. Monitoring and review

The District Superintendent and Chief Operating Officer or their designee, in consultation with the Board, will monitor our effectiveness, and report, at least once annually, on the progress of ESBOCES equity goals outlined in this plan, as well as Policy 5124 (*Equity, Inclusivity, and Diversity in Education*), and on ESBOCES overall progress in removing barriers and effectively serving all students. To facilitate this review, ESBOCES will conduct the following activities:

- Annual updates to the related Diversity, Equity, and Inclusivity activities in the Agency-Wide Strategic Plan

- Reports to our Agency Strategic Planning Council

- Posting of the Agency-Wide Strategic Plan

- Reporting to the Board of Education and stakeholder groups at Agency-sponsored meetings

- Reporting at the Diversity, Equity, and Inclusivity Parent-Family Advisory Council

First Approved: 5/21/2021

NERCHE Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

BACKGROUND

A project work team which emerged from the New England Resource Center for Higher EducatioMulticultural Affairs Think Tank, developed The *Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education[1]*. The initial format was adapted from Andrew Furco's *Self-Assessment Rubric for the Institutionalization of Service Learning in Higher Education[i]*, which was based on *the Kecskes/Muyllaert Continuums of Service Benchmark Worksheet[ii]*. The language to explain the usage of this rubric also comes primarily from the work of Furco. This rubric was designed to assist members of the higher education community in gauging the progress of their diversity, inclusion and equity efforts on their campus.

Six dimensions constitute the rubric structure. Several components characterize each dimension. For each component, a three stage continuum of development has been established. Progression from *Stage One: Emerging* to *Stage Three: Transforming* suggests that the institution is moving closer to fully institutionalizing diversity, inclusion and equity on its campus.

KEY DEFINITIONS

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning[iii].

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions[iv].

Equity: Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low-income students, in three main areas:

- **Representational equity**, the proportional participation at all levels of an institution;
- **Resource equity**, the distribution of educational resources in order to close equity gaps; and
- **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff[v].

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[1] Past and Current Workteam members include William Lewis, Virginia Tech University; Melvin Wade, University of Rhode Island; Ande Diaz, Roger Williams University; Judy Kirmmse, Connecticut College; Raquel Ramos, Wheaton College; Ed Twyman, Providence College; Mable Millner, College of Holy Cross; John Saltmarsh, Glenn Gabbard, and Alane Shanks, NERCHE.

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

Stage One: Emerging—At this stage, a campus is beginning to recognize diversity, inclusion and equity as strategic priorities and is building a campus-wide constituency for the effort.

Stage Two: Developing—At this stage a campus is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion and equity effort.

Stage Three: Transforming—At this stage a campus has fully institutionalized diversity, inclusion and equity into the fabric of its institution, and continues to assess its efforts to ensure progress and sustainability.

It is at this point that the campus has reached its goals for institutionalizing diversity, inclusion and equity into the fabric of the institution, but recognizing the ever-changing environment it continues to assess its continuing progress and the sustainability of its achievements as it looks toward the future.

Indicators—*Evidence* of change in policy, practices, structures, culture and climate. Indicators range from formal indicators such as campus climate surveys, equity/diversity/inclusive excellence score cards, IPEDS reports, qualitative interviews… to informal indicators such as collected data from anecdotal evidence and ad hoc focus groups.

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

COMPONENTS OF THE RUBRIC

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. The six dimensions of the rubric and their respective components are listed below.

DIMENSION	COMPONENTS
I. **Philosophy and Mission of Diversity, Equity, and Inclusion**	• Definition of diversity, inclusion and equity • Strategic Planning • Alignment with Institutional Mission • Alignment with Education Reforms Efforts • Accreditation • Historical and Geographical Context
II. **Faculty Support for and Involvement in Diversity, Inclusion, and Equity**	• Faculty Knowledge and Awareness • Faculty Involvement and Support • Faculty Leadership • Faculty Rewards • Faculty Development and Incentives • Academic Departments
III. **Curriculum, Pedagogy, and Research regarding Diversity, Equity, and Inclusion**	• Knowledge and Awareness of Diversity in Relation to Individual Disciplines • Faculty Teaching and Learning strategies and methods • Student Diversity Learning Outcomes and Assessment
IV. **Staff Engagement and Involvement in Diversity, Equity, and Inclusion**	• Staff Knowledge and Awareness • Staff Engagement and Involvement • Staff Incentives and Rewards • Non-Academic Units

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION	COMPONENTS
V. **Student Support for and Involvement in Diversity, Equity, and Inclusion**	• Student Knowledge & Awareness • Student Opportunities; Involvement and Engagement • Student Leadership • Student Incentives and Rewards
VI. **Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion.**	• Coordination of Institutional Efforts • Coordination of Institutional Efforts • Policy-Making Entities • Diversity-Focused Staff Positions • Hiring and Retention • Professional Development • Funding • Senior Administrative Leadership • Institutional Evaluation and Assessment • Institutional Research • Institutional Resource Management • Specialized Initiatives

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIFFERENT APPROACHES TO USING THE RUBRIC

As a tool to measure development of diversity, inclusion and equity institutionalization, the rubric is designed to establish a set of criteria upon which a college or university may measure its progress towards the institutionalization of diversity. Thus, the rubric is designed to measure the status of a campus' level of institutionalization at a particular point in time. The results of this status assessment can provide useful information for the development of an action plan to advance a diversity agenda on campus. It can help to identify which institutionalization components or dimensions are progressing well and which need more attention. In addition, by using the tool at another point in time to reassess the status of diversity institutionalization on a campus, the actual growth of each component and dimension over time can be measured.

As a self-assessment tool, the rubric is designed to facilitate discussion among colleagues regarding the state of diversity, inclusion and equity institutionalization on a campus. Therefore, there is no one right way to use the rubric. A campus' unique culture and character will determine which of the rubric's dimensions are focused on most intensively. Individuals using the rubric are encouraged to adapt its dimensions and components to meet the needs of the campus. What is important is the overall status of the campus' institutionalization progress rather than the progress of individual components. In some cases, the rubric may not include some components that may be key to a campus' institutionalization efforts; campuses may wish to add components or dimensions to this rubric. Though the rubric may be used by individuals, apart from larger, collegial conversations about broader change issues, it is strongly recommended that the outcomes of such individual efforts be fully considered in collective discussions focused on campus renewal and transformation.

Some institutions may wish to have key individuals on a campus use the rubric individually to conduct a self-assessment of the campus' diversity, inclusion and equity institutionalization efforts. The individual assessments are then compared with one another; discussions regarding similarities and differences between individual members' impressions can be revealing. Other institutions may wish to discuss the dimensions or components in detail and then come to a consensus regarding which development stage best characterizes the campus' status or level of achievement for each component of the rubric and where to focus attention and resources. While some institutions will give an overall score for each dimension, others will look at each component individually. What is most important is that the results of the self-assessment are used to guide the development of a strategic action plan for further institutionalizing diversity on the campus.

The following protocols suggest different methods for using the rubric. We suggest that it can be used in a variety of types of institutions.

1. *Small Group/High Level Protocol:* Senior Cabinet Members (senior administrators at the vice presidential level) use the rubric to assess their divisions. Each senior administrator decides how his/her division fits into the stages defined by the rubric. After each cabinet member has assessed his/her area, the cabinet uses the results to shape institutional strategic and long-range planning, to respond to accreditation questions, to determine staffing levels, etc. In this protocol, the entire rubric is used. The following is a scenario using this approach:
   a. The President charges senior administrators to indicate which stages they each perceive best describes their area of the institution in the relevant dimensions of the rubric.
   b. Each senior administrator does this, using data from existing reports and studies from other self-assessment projects.
   c. Each senior administrator delivers their rubrics to the President, who shares the entire package with all senior administrators.
   d. The President convenes a meeting at which the senior administrators discuss the results and determine ramifications for strategic and long-term planning.

      e.   The President reports to the Board of Trustees.

2. *Large Group/Broad-based, Multi-level Protocol.* Individuals at many levels use the protocol to identify their perceptions of the current levels of diversity, inclusion and equity progress at the institution. This protocol could be coordinated by a senior diversity officer, another individual, an Institutional Research office, or a task force set up for self-assessment. The information gathered could be used for institutional strategic and long-range planning. In this protocol, the entire rubric is used. The following is a scenario using this approach..

      a.   The President charges senior administrators to assess their divisions using the Diversity Rubric.
      b.   Each senior administrator is responsible for filling out dimensions of the rubric related to his/her division.
      c.   Each senior administrator appoints a coordinator of this assessment for his/her division.
      d.   The coordinator notifies all directors/middle managers in the various units within the division that this assessment is to be done and holds a meeting for them to review the process.
      e.   The process may involve having a range of individuals indicate the stages they perceive best describe their division and return the rubrics to the coordinator, or holding focus groups that each come to consensus, with discussion, about which stages best describe their division.
      f.   The coordinator compiles the responses with the help of the institutional researcher and presents the results to the senior administrator with a description of the process followed.
      g.   All senior administrators deliver the results from their divisions to the institutional researcher, who compiles an institution-wide report.
      h.   This report is then delivered to the President and discussed with the group of senior administrators.
      i.   They plan together how to use the results to shape strategic and long-term planning.
      j.   The President reports the results to the Trustees.

3. *Limited Group/Multi-level Protocol.* Individuals at many levels in only one or two areas on campus focus on one or two of the dimensions of the protocol for self-assessment of diversity progress. The senior academic officer, for example, could use the relevant sections of the rubric in his/her division. The results could shape strategic and long-range planning for the specific area. In this protocol, only appropriate sections of the rubric are used. The following is a scenario using this approach.

      a.   An administrator learns of the rubric and decides to use applicable portions of it to assess his/her division or area.
      b.   He/she gathers point people in the division to a meeting and introduces the rubric, asking each to hold a focus group with the people reporting to them to come to a consensus as to which stages of each relevant dimension best describe their area.
      c.   Each point person submits the results to the administrator.
      d.   The administrator calls another meeting of the point people to discuss the results and determine ramifications for their planning, programming, processes and policies.

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

Generally, it is not recommended that partial stage scores be given. In other words, a campus group should not state that for a particular component (or dimension), the campus is "between" stage one and stage two. If the campus has not fully reached stage two, then the campus is considered to be in stage one.

Finally, this rubric should be viewed as only one assessment tool for determining the status of diversity, inclusion and equity institutionalization on a campus. Other indicators should also be observed and documented to ensure that an institution's effort to advance diversity on campus is conducted systematically and comprehensively.

DIMENSION I: PHILOSOPHY AND MISSION OF DIVERSITY AND INCLUSION and EQUITY A primary feature of institutionalized diversity effort is the development of a shared definition for diversity and inclusive excellence that provides meaning, focus, and emphasis for campus renewal and transformation. How narrowly or broadly diversity is defined will determine which campus constituents participate, which campus units will provide financial resources and other support, and the degree to which diversity will become intrinsic to campus culture.

DIRECTIONS: For each of the components (rows), place a circle around the cell that best represents the CURRENT status of the development of a definition, philosophy, and mission of diversity. Once the current status of development has been established, then identify evidence of this status in the corresponding INDICATORS cell. Finally, complete the self-assessment rubric summary sheet found at the end of this document.

COMPONENTS	STAGE ONE *Emerging*	STAGE TWO *Developing*	STAGE THREE *Transforming*	INDICATORS
1. DEFINITION OF DIVERSITY, INCLUSION AND EQUITY	There is no campus-wide definition for diversity, inclusion and equity.	There is an operationalized definition for diversity, inclusion and equity on the campus, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high quality diversity, inclusion and equity that is used consistently to operationalize many or most aspects of diversity on campus.	
2. STRATEGIC PLANNING	The campus does not have an official strategic plan for advancing diversity, inclusion and equity on campus.	Although certain short-range and long-range goals for diversity, inclusion and equity have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The campus has developed an official strategic plan for advancing diversity, inclusion and equity on campus, which includes viable short-range and long-range institutionalization goals.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

COMPONENTS	STAGE ONE *Emerging*	STAGE TWO *Developing*	STAGE THREE *Transforming*	INDICATORS
3. ALIGNMENT WITH INSTITUTIONAL MISSION	While diversity, inclusion and equity complement many aspects of the institution's mission, they remain on the periphery of the campus. Diversity, inclusion and equity are rarely included in larger efforts that focus on the core mission of the institution.	Diversity, inclusion and equity are often mentioned as a primary or important part of the institution's mission, but are not included in the campus' official mission or strategic plan.	Diversity, inclusion and equity are part of the primary concern of the institution. Diversity, inclusion and equity are included in the campus' official mission and/or strategic plan.	
4. ALIGNMENT WITH CAMPUS RENEWAL AND TRANSFORMATION EFFORTS	Diversity, inclusion and equity stands alone and are not tied to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	Diversity, inclusion and equity are tied loosely or informally to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).	Diversity, inclusion and equity are tied formally and purposefully to other important, high profile efforts on campus (e.g., general education, campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence).	
5. ACCREDITATION	The campus does not include diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	The campus sometimes includes diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	The campus always includes diversity, inclusion and equity as factors that meaningfully contribute to disciplinary, institutional, and other accreditation efforts.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

COMPONENTS	STAGE ONE *Emerging*	STAGE TWO *Developing*	STAGE THREE *Transforming*	INDICATORS
6. HISTORICAL CONTEXT	Diversity, inclusion and equity and their relationship to the geographic or cultural history of the community are not acknowledged nor widely understood.	Diversity, inclusion and equity and their complex relationship to place are acknowledged but not widely understood, nor used to build an inclusive campus.	Diversity, inclusion and equity and their complex relationship to place are fully acknowledged, widely understood, and used to build an inclusive present and future.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, INCLUSION AND EQUITY An important element for diversity, inclusion and equity institutionalization is the degree to which the faculty take ownership of diversity, inclusion and equity as essential to the academic core of the campus.

DIRECTIONS: For each of the components (rows), place a circle around the cell that best represents the CURRENT status of faculty involvement in and support for diversity on your campus. Once the current status of development has been established, then identify evidence of this status in the corresponding INDICATORS cell. Finally, complete the self-assessment rubric summary sheet found at the end of this document.

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, INCLUSION AND EQUITY				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
1. FACULTY KNOWLEDGE AND AWARENESS	Very few members know what diversity, inclusion and equity are or understand why they are essential aspects of a student's undergraduate education.	An adequate number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's undergraduate education.	A substantial number of faculty members know what diversity, inclusion and equity are and understand why it is an essential aspect of a student's undergraduate education.	
2. FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are instructors, supporters, or advocates of diversity, inclusion and equity. Few support the strong infusion of diversity, inclusion and equity into the academy or into their own professional work. Diversity, inclusion, and equity activities are sustained by a few faculty members on campus.	While a satisfactory number of faculty members are supportive of diversity, inclusion and equity, few faculty members are advocates for infusing diversity in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of key faculty members are engaged in diversity, inclusion and equity.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of diversity, inclusion, and equity support the infusion of diversity, inclusion and equity both into the institution's overall mission and the faculty members' individual professional work.	
3. FACULTY LEADERSHIP	Very few of the most influential faculty members on campus serve as leaders for advancing diversity, inclusion, and equity on the campus and/or are not encouraging colleagues to engage in diversity work on campus or in their courses.	There are only several (two or more) influential faculty members who provide leadership to the campus' diversity, inclusion, and equity efforts and encourage colleagues to engage in diversity, inclusion and equity work on campus or in their courses.	A highly respected, influential group of faculty members serves as the campus' diversity, inclusion and equity leaders and/or advocates and encourages colleagues to engage in diversity, inclusion and equity work on campus or in their courses.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, INCLUSION AND EQUITY				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
4. FACULTY REWARDS	In general, faculty members are not encouraged to engage in diversity, inclusion and equity; faculty members' work in diversity, inclusion and equity is not usually recognized during their review, tenure, and promotion and sabbatical processes.	Although faculty members are encouraged to pursue diversity, inclusion and equity activities, their work in diversity, inclusion and equity is not always recognized during their review, tenure, and promotion and sabbatical processes.	Faculty who are involved in diversity, inclusion and equity receive recognition for it during the campus' review, tenure, and promotion and sabbatical process; faculty is encouraged to pursue diversity, inclusion and equity activities.	
5. FACULTY DEVELOPMENT AND INCENTIVES	There are few opportunities and dedicated funds to support and sustain faculty capacity for diversity over time. There are few incentives provided (e.g., mini-grants, course releases, funds for conferences, etc.) to pursue diversity activities.	There are some opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are some incentives are provided to pursue diversity, inclusion and equity activities.	There are many opportunities and dedicated funds to support and sustain the faculty capacity to do diversity, inclusion and equity related-work over time. There are many incentives are provided to pursue diversity, inclusion and equity activities.	
6. ACADEMIC DEPARTMENTS	Few, if any, departments infuse diversity, inclusion and equity as formal part of their academic programs	Several departments offer opportunities to engage in diversity, inclusion and equity related activities (e.g., undergraduate research, study abroad) and courses, but these opportunities and courses typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION III: TEACHING, RESEARCH, AND SERVICE SUPPORTING DIVERSITY, INCLUSION AND EQUITY:

One of the essential factors for institutionalizing diversity, inclusion and equity in colleges and universities is the degree to which faculty are involved in implementation and advancement of epistemologies, pedagogies, research, scholarship, and service related to diversity, inclusion, and equity on campus.

DIRECTIONS: For each of the components (rows), place a circle around the cell that best represents the CURRENT status of community participation and partnership on your campus. Once the current sttus of development has been established, then identify evidence of this status in the corresponding INDICATORS cell. Finally, complete the self-assessment rubric summary sheet found at the end of this document.

DIMENSION III: TEACHING, RESEARCH, AND SERVICE SUPPORTING DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
1. KNOWLEDGE AND AWARENESS OF DIVERSITY, INCLUSION AND EQUITY IN RELATION TO DISCIPLINES	Few faculty members recognize how their ways of knowing impact their teaching and learning in the classroom.	Many faculty members recognize multiple ways of knowing and some incorporate multiple ways of knowing into teaching and learning practice.	Most faculty members incorporate multiple ways of knowing into teaching and learning practices	
2. CURRICULUM	The curriculum as it is currently constituted is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of diversity, inclusion and equity as an asset to innovative curricular practice.	The current curriculum reflects a value for diversity, inclusion and equity in certain areas and not in others. Curricular change efforts acknowledge the importance of diversity, inclusion and equity but not consistently.	Evidence of a strong value for diversity, inclusion and equity is easily apparent throughout the curricular offerings at the institution. Curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence. Curricular change is a reciprocal process in which the institution changes by learning from new, diverse influences.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION III: TEACHING, RESEARCH, AND SERVICE SUPPORTING DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
3. FACULTY TEACHING AND LEARNING STRATEGIES AND METHODS	Few faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Some faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Most faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	
4. TEACHING AND LEARNING RESOURCES	The campus offers few if any resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	The campus offers resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	The campus offers many resources to support the development of inclusive teaching and learning approaches that are designed to respond to the diverse experiences of all students in any given classroom. (Teaching and learning centers, mentoring programs, etc.)	
5. STUDENT LEARNING OUTCOMES	Few if any faculty have identified the need for diversity, inclusion and equity learning outcomes for students; student learning outcomes developed in academic departments do not address diversity	Some faculty include student learning outcomes focusing on diversity, inclusion and equity as part of their typical assessment practices.	Most if not all faculty include student learning outcomes focusing on diversity, inclusion and equity as part of their typical assessment practices.	
6. SERVICE	Few if any faculty incorporate diversity, inclusion and equity as an informing quality of their college service efforts.	Some faculty incorporate diversity, inclusion and equity as an informing quality of their college service efforts.	Many faculty incorporate diversity, inclusion and equity as an informing quality of their college service efforts.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION III: TEACHING, RESEARCH, AND SERVICE SUPPORTING DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
7. RESEARCH	Few if any faculty conduct research which in form, content, or both, reflects a commitment to diversity, inclusion and equity as an integral asset to disciplinary and institutional integrity.	Some faculty conduct research which in form, content, or both, reflects a commitment to diversity, inclusion and equity as an integral asset to disciplinary and institutional integrity.	Many faculty conduct research which in form, content, or both, reflects a commitment to diversity, inclusion and equity as an integral asset to disciplinary and institutional integrity.	
8. ACADEMIC DEPARTMENTS	Few, if any, departments infuse diversity, inclusion and equity as a formal part of their academic programs	Several departments offer opportunities to engage in diversity, inclusion and equity related activities (e.g., undergraduate research, study abroad) and courses, but these opportunities and courses typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	In a fair to large number of departments, diversity, equity and inclusion shape course content, project design, and pedagogy.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION IV: STAFF ENGAGEMENT AND INVOLVEMENT IN DIVERSITY, INCLUSION AND EQUITY: One of the essential factors for institutionalizing diversity in higher education is the degree to which staff members are involved in implementation and advancement of diversity, inclusion, and equity issues on campus.

DIRECTIONS: For each of the components (rows), place a circle around the cell that best represents the CURRENT status of faculty involvement in and support for diversity on your campus. Once the current status of development has been established, identify evidence of this status in the corresponding INDICATORS cell. Finally, complete the self-assessment rubric summary sheet found at the end of this document.

DIMENSION IV: STAFF ENGAGEMENT AND INVOLVEMENT IN DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
1. STAFF KNOWLEDGE AND AWARENESS	Very few staff members know what diversity, inclusion and equity are or understand why they are an essential part of an undergraduate's education.	Some staff members know what diversity, inclusion and equity are and understand why they are an essential part of an undergraduate's education.	A substantial number of staff members know what diversity, inclusion and equity are and can articulate why they is an essential part of an undergraduate's education.	
2. STAFF ENGAGEMENT AND INVOLVEMENT	Very few staff members are supporters, instructors, or advocates of diversity, inclusion and equity. Diversity activities are sustained by a few staff members on campus.	While some staff members are supportive of diversity, inclusion and equity few are advocates for infusing diversity in the overall mission and/or their own professional work.	A substantial number of staff members participates as supporters, instructors and advocates of diversity, inclusion and equity and infuse diversity both into the institution's overall mission and the staff members' individual professional work.	
3. STAFF INCENTIVES & REWARDS	In general, staff members are not encouraged to engage in diversity, inclusion and equity; few if any incentives are provided (e.g., funds for conferences, professional development etc.) to pursue diversity activities; staff members' work in diversity, inclusion and equity is not usually recognized during their performance review and promotion process.	Although staff members are encouraged and are provided various incentives (funds for diversity conferences, professional development, etc.) to pursue diversity activities, their work in diversity, inclusion and equity is not always recognized during their performance review and promotion process.	Staff members who engage in diversity practices receive recognition for it during the campus' performance review and promotion process; staff are encouraged and are provided various incentives (funds for diversity conferences, professional development, etc.) to pursue diversity, inclusion and equity activities.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION IV: STAFF ENGAGEMENT AND INVOLVEMENT IN DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	STAGE ONE *Emerging*	STAGE TWO *Developing*	STAGE THREE *Transforming*	INDICATORS
4. NON-ACADEMIC DEPARTMENTS	Few, if any, units (e.g. Purchasing, Human Resources, Dining Services, Student Life) infuse diversity, inclusion and equity as a formal part of their operational practices.	Several departments infuse diversity, inclusion and equity into their operational practices but these initiatives are not a part of the formal unit annual planning and budget.	In a fair to large number of departments, diversity, equity and inclusion are a part of the department's formal strategic planning, programmatic and budget practices.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION V: STUDENT SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, INCLUSION and EQUITY An important element of diversity institutionalization is the degree to which students are provided the opportunities to learn about diversity, inclusion, and equity in co-curricular settings; are aware of these opportunities; engaged in these opportunities; and play a leadership role in the development of diversity on campus.

DIRECTIONS: For each of the components (rows), place a circle around the cell that best represents the CURRENT status of student support for and involvement in diversity on your campus. Once the current status of development has been established, then identify evidence of this status in the corresponding INDICATORS cell. Finally, complete the self-assessment rubric summary sheet found at the end of this document.

DIMENSION V: STUDENT SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, INCLUSION and EQUITY				
COMPONENTS	STAGE ONE *Emerging*	STAGE TWO *Developing*	STAGE THREE *Transforming*	INDICATORS
1. STUDENT KNOWLEDGE & AWARENESS	Very few students know what diversity, inclusion and equity are or understand why knowledge and experience in these areas are essential to their education and their future work.	Some students know what diversity, inclusion and equity are and understand why knowledge and experience in these areas are essential to their education and their future work.	A substantial number of students know what diversity, inclusion and equity are. They understand and can articulate why knowledge and experience in these areas are essential to their education and their future work.	
2. STUDENT SUCCESS	Few, if any, linkages exist between student knowledge, skills, and dispositions related to diversity, inclusion and equity and campus definitions of student success both within the classroom and outside of it.	Some evidence exists supporting the link between diversity, inclusion and equity and student success.	Publicly available definitions of student success in curricular and co-curricular experiences always include references to diversity, inclusion and equity as a critical indicator.	
3. STUDENT OPPORTUNITIES FOR ENGAGEMENT	Only a handful of co-curricular opportunities to enhance student learning about diversity, inclusion and equity issues are available; Very few students are involved or engaged in diversity activities;	There are some opportunities offered to enhance student learning on diversity, inclusion and equity issues. However, involvement and engagement are limited to affinity groups, and co-curricular programming exists in segregated communities.	There are ample opportunities and options offered to enhance student learning about diversity, inclusion and equity issues on campus and within the larger community. Administrators at all levels, faculty, staff, and students actively collaborate with community members to assure the development of these opportunities.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION V: STUDENT SUPPORT FOR AND INVOLVEMENT IN DIVERSITY, INCLUSION and EQUITY				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
4. STUDENT LEADERSHIP	Few, if any, opportunities on campus exist for students leaders to develop expertise on diversity, inclusion and equity issues; few, if any, opportunities on campus exist for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.	There are some opportunities on campus for student leaders to develop expertise on diversity, inclusion and equity issues; there are some opportunities on campus for students to take on leadership roles in advancing diversity in co-curricular settings throughout the campus.	There are a number of training and development opportunities to develop students' expertise on diversity, inclusion and equity issues. Students are encouraged to develop inclusive leadership skills and serve as advocates and ambassadors for institutionalizing diversity in curricular settings throughout the campus.	
5. STUDENT INCENTIVES AND REWARDS	The campus has neither formal mechanisms (e.g. diversity notation on students' transcripts, etc.) or informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in diversity	While the campus offers some informal incentives and rewards that encourage students to participate in diversity activities/efforts and/or reward students for their participation in diversity-related activities, the campus offers few or no formal incentives and rewards.	The campus has formal mechanisms in place that encourage students to participate in diversity and inclusion efforts and provides campus wide recognition for their participation in these efforts throughout the campus.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION VI: ADMINISTRATIVE LEADERSHIP AND INSTITUTIONAL SUPPORT FOR DIVERSITY, INCLUSION and EQUITY

In order for diversity, inclusion, and equity to become institutionalized on college and university campuses, senior leadership must demonstrate commitment and ensure that the institution provides substantial resources, support, and accountability toward the effort.

DIRECTIONS: For each of the components (rows), place a circle around the cell that best represents the CURRENT status of your campus' institutional support for diversity. Once the current status of development has been established, then identify evidence of this status in the corresponding INDICATORS cell. Finally, complete the self-assessment rubric summary sheet found at the end of this document.

DIMENSION VI: ADMINISTRATIVE LEADERSHIP AND INSTITUTIONAL SUPPORT FOR DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
1. COORDINATION OF INSTITUTIONAL EFFORTS	There is no formal campus-wide entity (e.g., community of practice, committee, center, office, or clearinghouse) charged with coordinating various campus constituencies in the implementation, advancement, and institutionalization of diversity, inclusion and equity.	There is a formal campus-wide entity charged with coordinating various campus constituencies in the implementation, advancement, and institutionalization of diversity (e.g., community of practice, committee, center, office, or clearinghouse), but the entity either does not coordinate diversity activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., certain majors).	The institution supports a coordinating entity actively engaged in assisting various campus constituencies in the design, implementation, advancement, and institutionalization of diversity. (e.g., community of practice, committee, center, office, or clearinghouse).	
2. POLICY-MAKING ENTITIES	The institution's official and influential policy-making board(s)/committee(s) do not recognize diversity, inclusion and equity as essential educational goals for the campus	The institution's official and influential policy-making board(s)/committee(s) recognize diversity, inclusion and equity as essential educational strategy, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize diversity, inclusion and equity as essential educational strategy and formal policies have been developed or implemented.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

	DIMENSION VI: ADMINISTRATIVE LEADERSHIP AND INSTITUTIONAL SUPPORT FOR DIVERSITY, EQUITY, AND INCLUSION			
COMPONENTS	STAGE ONE *Emerging*	STAGE TWO *Developing*	STAGE THREE *Transforming*	INDICATORS
3. DIVERSITY-FOCUSED STAFF POSITIONS	There is not a senior administrator whose primary paid responsibility is to advance diversity, inclusion and equity across the institution	Senior administrators with formal responsibility for advancing diversity, inclusion and equity exist; however, decision-making authority for these individuals may be limited and not consistently integrated into senior-cabinet level decision-making. In other cases, senior administrators charged formally with advancing diversity efforts are asked to perform multiple mid-level administrative tasks, (e.g. diversity, affirmative action or ombudsman work or multicultural student affairs	There is a senior administrator whose primary responsibility is advancing diversity, inclusion and equity across the institution. This individual has senior-level decision-making authority equal to other administrative peers within the leadership team; the individual is integral to all campus renewal and transformation efforts.	
4. HIRING & RETENTION	Hiring and retention policies and procedures do not address diversity, inclusion and equity considerations.	Policies and procedures are designed to hire and train a diverse workforce but have proven only partially successful.	The institution has developed hiring and retention policies and procedures that have proven to be highly effective at bringing and keeping individuals who add to its diverse workforce	
5. PROFESSIONAL DEVELOPMENT	Professional development designed to prepare faculty and staff to adequately meet the needs of a diverse campus is lacking.	Some professional development designed to prepare faculty and staff to meet the needs of a diverse campus is available, but some of it is either inadequate or ineffective.	Faculty and staff have access to an adequate array of effective professional development programs to prepare them to meet the needs of a diverse campus.	
6. FUNDING	The campus' diversity, inclusion and equity activities are supported primarily by soft money (short-term grants) from sources outside the institution.	The campus' diversity, inclusion and equity activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	The campus' diversity activities are supported primarily by operational or endowed funding from the campus.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

DIMENSION VI: ADMINISTRATIVE LEADERSHIP AND INSTITUTIONAL SUPPORT FOR DIVERSITY, EQUITY, AND INCLUSION				
COMPONENTS	**STAGE ONE** *Emerging*	**STAGE TWO** *Developing*	**STAGE THREE** *Transforming*	**INDICATORS**
7. SENIOR ADMINISTRATIVE LEADERSHIP	The campus' administrative leaders have a limited and/or contradictory understanding of diversity and are unaware that it is an essential component of undergraduate education, often confusing it with affirmative action.	Administrative leaders share an expansive understanding of diversity and its importance, but do not yet have a consistent plan to operationalize it.	Administrative leadership functions as a unified team which consistently operationalizes its commitment to diversity, equity, and inclusion as an essential feature in its campus renewal efforts.	
8. INSTITUTIONAL EVALUATION & ASSESSMENT	There is no organized, campus-wide effort underway to account for the number and quality of diversity activities taking place. (e.g. campus climate assessments, student diversity learning outcomes, NSSE, or Equity Scorecards)	An action plan for assessment of diversity, inclusion, and equity initiatives across the institution has been proposed but research of such data has not been initiated nor disseminated.	An ongoing, systematic effort is in place to implement, evaluate, and recalibrate the assessment of diversity efforts that are taking place throughout the campus. Research has been initiated and is currently being disseminated throughout the campus.	
9. INSTITUTIONAL RESEARCH	Accrues and tracks diversity-related data only when required by external agencies (Federal and state governments, foundations, etc.).	Responds to requests regarding diversity, inclusion and equity but seldom initiates research and dissemination of such data.	Initiates research and dissemination for ongoing institutional improvements.	
10. INSTITUTIONAL RESOURCE MANAGEMENT	Little concrete evidence exists that institutional policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) integrates an institution-wide value for diversity, equity, and inclusion.	Some evidence exists that institutional policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) integrates an institution-wide value for diversity, equity, and inclusion.	Institutional policy and decision-making in resource management (including budgeting, purchasing, vendor management, and human resource planning) is characterized by a consistent, institution-wide value for diversity, equity, and inclusion.	

Self-Assessment Rubric For the Institutionalization of Diversity, Equity, and Inclusion in Higher Education

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<tr>
<td colspan="5" align="center">DIMENSION VI: ADMINISTRATIVE LEADERSHIP AND INSTITUTIONAL SUPPORT FOR
DIVERSITY, EQUITY, AND INCLUSION</td>
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<tr>
<td align="center">COMPONENTS</td>
<td align="center">STAGE ONE
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<i>Developing</i></td>
<td align="center">STAGE THREE
<i>Transforming</i></td>
<td align="center">INDICATORS</td>
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<tr>
<td align="center">11. SPECIALIZED INITIATIVES</td>
<td>Specialized goal-oriented initiatives (ad hoc task forces, presidential commissions, task-based committees of limited duration, among others) do not take into account institutional diversity, inclusion and equity efforts.</td>
<td>Specialized initiatives sometimes integrate institutional diversity, inclusion and equity efforts occurring elsewhere on campus but with no reliable consistency.</td>
<td>Specialized initiatives—regardless of the topic addressed—always support and integrate the established commitment to diversity, equity, and inclusivity across the campus.</td>
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<tr>
<td align="center">ALUMNI AFFAIRS</td>
<td>The college seldom or never engages with alumni who represent diverse populations within the larger community.</td>
<td>The college sometimes engages with alumni who represent diverse populations within the larger community</td>
<td>The institution has an active, reciprocal relationship with alumni who represent diverse populations within the community. This engaged work includes an active donor base, board representation, and involvement in curricular and co-curricular activities as consultants, advisors, and participants.</td>
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Combining NERCHE's DEI Self-Assessment Rubric & ESBOCES DEI Regulation 5124
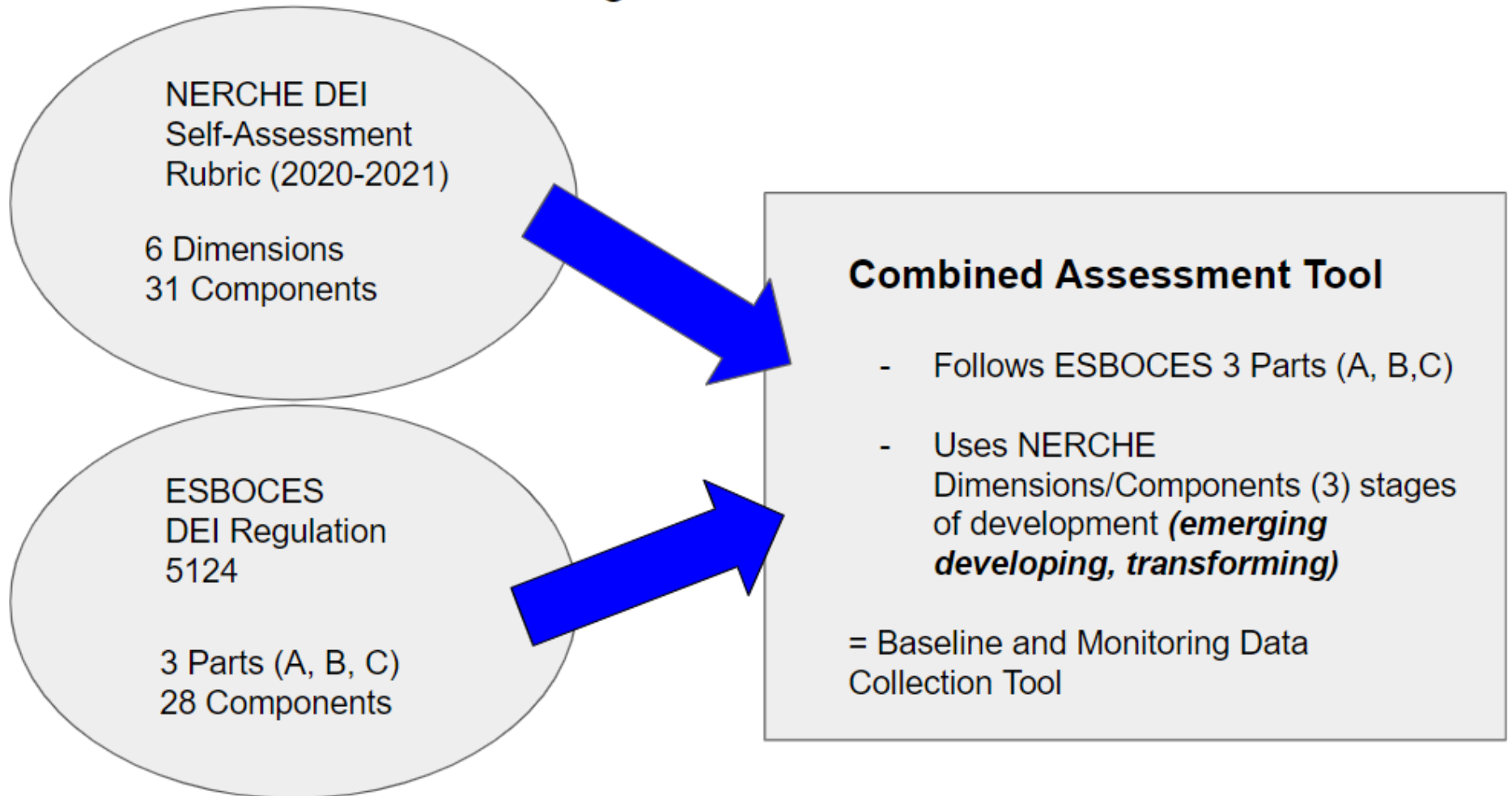
NERCHE DEI Self-Assessment Rubric (2020-2021)

6 Dimensions
31 Components

ESBOCES DEI Regulation 5124

3 Parts (A, B, C)
28 Components

Combined Assessment Tool

- Follows ESBOCES 3 Parts (A, B,C)

- Uses NERCHE Dimensions/Components (3) stages of development *(emerging developing, transforming)*

= Baseline and Monitoring Data Collection Tool

NERCHE Six Dimensions aligned with ESBOCES DEI Regulation 5124

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. The six dimensions of the rubric and their respective components are listed below.

Dimensions	Components	ESBOCES DEI Regulation 5124
I. Philosophy and Mission of Diversity, Equity, and Inclusion	1. Definition of diversity, inclusion and equity	A.5 C.2
	2. Strategic Planning	A.3
	3. Alignment with Institutional Mission	C.1 C.2
	4. Accreditation	C.3
	5. Historical and Geographical Context	A.2
II. Administrative Leadership and Institutional Support for Diversity, Equity, and Inclusion	1. Coordination of Institutional Efforts	B.4
	2. Policy-Making Entities	A.7, B.6
	3. Diversity-Focused Staff Positions	A.4
	4. Hiring and Retention	B.9 B.12
	5. Professional Development	A.1, B.6
	6. Funding	B.8
	7. Senior Administrative Leadership	B.5
	8. Institutional Evaluation and Assessment	A.6, A.10
	9. Institutional Research	
	10. Institutional Resource Management	B.8
	11. Specialized Initiative	
III. Faculty Support for and Involvement in	1. Faculty Knowledge and Awareness	A.11, B.11, B.13, B.14

NERCHE Six Dimensions aligned with ESBOCES DEI Regulation 5124

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. The six dimensions of the rubric and their respective components are listed below.

	Diversity, Inclusion, and Equity	2. Faculty Involvement and Support	B.2, B.5
		3. Faculty Leadership	B.9, B.12
		4. Faculty Development and Incentives	
		5. Academic Departments	B.7
IV.	**Curriculum, Pedagogy, and Research regarding Diversity, Equity, and Inclusion**	1. Knowledge and Awareness of Culturally Responsive-Sustaining Education	A.11, B.14
		2. Faculty Teaching and Learning strategies around the NYSED Culturally Responsive-Sustaining Framework Four Principles	A.8, B.2, B.8, B.11
		3. Impact of DEI and CRE initiatives on Student Outcomes	A.8, B.7, B.10, B.13
V.	**Staff Engagement and Involvement in Diversity, Equity, and Inclusion**	1. Staff Knowledge and Awareness	B.6, B.11
		2. Staff Engagement and Involvement	B.5, B.12
		3. Staff Incentives and Rewards	
		4. Non-Academic Units	A.9
		1. Student and Parent/Family Knowledge & Awareness	B.3

NERCHE Six Dimensions aligned with ESBOCES DEI Regulation 5124

The self-assessment rubric contains six dimensions, each which includes a set of components that characterize the dimension. The six dimensions of the rubric and their respective components are listed below.

VI. Student and Family Support for and Involvement in Diversity, Equity, and Inclusion	2. Student Opportunities; Involvement and Engagement	B.1, B.13
	3. Student Leadership	B.5
	4. Student Incentives and Rewards	B.10

ESBOCES Annual DEI Policy 5124 Report 2023

<u>Background</u>:

1. In 2020-2021, the self-assessment rubric for the institutionalization of DEI in higher education, developed by the New England Resource Center for Higher Education (NERCHE), was used by Eastern Suffolk BOCES Office of DEI and leadership team to assess DEI initiatives throughout the agency.

2. Various ESBOCES leadership groups (Cabinet, Administration Council, Building/Program Leaders, DEI Agency Advisory Council, Parent-Family Advisory Council, Central Shared Decision Making Committee, DEI Liaisons, and various student forums) participated in providing feedback.

3. The first task for the members of these groups was to review the self-assessment rubric through an equity lens and the DEI work that has taken place in the Agency to date. Then assign a rating to each dimension and component contained within the self-assessment document.

4. A rating scale of 3-2-1:

   - **Stage one: Emerging**- at this stage, the agency is beginning to recognize diversity, inclusion and equity as strategic priorities and is building an agency-wide consistency for the effort.
   - **Stage two: Developing**- at this stage, the agency is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion and equity effort
   - **Stage Three: Transforming**- at this stage, the agency has fully institutionalized diversity, inclusion and equity into the fabric of its institution, and continues to assess its efforts to ensure progress and sustainability.

5. In 2021-2022, these dimensions and components were then aligned to the 28 items listed as regulations of the **BOCES Board of Education Policy 5124 Equity, Inclusivity, and Diversity in Education.**

6. Then the above mentioned leadership and advisory groups established base-level data to the chart provided in this report.

ESBOCES Annual DEI Policy 5124 Report 2023

Analysis of the Data:

1. Of the 28 BOE Regulations that were aligned to the NERCHE, 14 out of 28, or **50% were Developing.**
2. Of the 28 BOE Regulations that were aligned to the NERCHE, 8 out of 28, or **28.5%, were rated a 1, Emerging.**
3. Of the 28 BOE Regulations that were aligned to the NERCHE, 6 out of 28, or **21.4%, were rated a 3, Transforming.**

Areas of Strength

- A.1 Lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity
- A.5 Develop a shared ESBOCES and community understanding and definition of equity, inclusion and diversity
- B.4. Aim to ensure each program is welcoming and inclusive to all who enter;
- C.1 Identify clear goals, objectives, and measurable outcomes
- C.2 Provide a common vocabulary and protocol for evaluating policies, programs, practices, and decisions for racial equity
- C.3 Produce policies, programs, practices, and decisions which result in more equitable outcomes

Areas in Need of Growth

- A.3 Promote and publicly announce actions that address systemic inequities at both the building and ESBOCES levels

- A.8 Eliminate practices including policies and procedures, that result in predictable lower academic achievement for any student group, especially those historically marginalized groups, compared to other student groups

- A.9 Model racial and ethnic equity, inclusion, and diversity in business and operational practices

- B.7. Remedy the practices, including assessment, that may lead to the over-representation of student groups in areas such as special education and discipline, and the under representation of groups in programs such as talented and gifted and Advanced Placement

- B.8. Provide every student, regardless of the color of their skin, their gender, their sexual orientation, their ability, their language, the way they speak or their background with equitable access to high quality and relevant instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal

- B.10. Aim to ensure a positive, supportive and academically rigorous school environment that engages all students and includes multiple pathways for success;

- B.13. Create multiple pathways to success in order to meet the needs of students, and will actively encourage, support, and expect high academic achievement for students from all student groups. ESBOCES will not let implicit or explicit biases prevent every student from graduating ready to succeed in a diverse society

- B.14. Provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member

ESBOCES Regulation 5124R.1: Equity, Inclusivity and Diversity in Education

A . Eliminate and Disrupt Systemic Inequalities:
ESBOCES believes that all students can learn and that every student has a right to an equitable educational experience and a sense of belonging at school. Therefore, the Board and ESBOCES officers will intentionally act to reduce achievement gaps and to establish a climate of high expectations for all learners, regardless of the color of their skin, their gender, their sexual orientation, the language they speak, or their background. To achieve high levels of achievement and eliminate and disrupt systemic inequities, the Board and ESBOCES leadership will:

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

BOE Regulation 5124R.1	Aligned to Assessment-Dimensions & Components	Status 2020-2022	Indicators/Evidence	Next Steps (2023-2025)
A.1 Lead and inspire by example by examining personal biases and the way we may be privileged or unaware, building empathy and respect for others, becoming comfortable with vulnerability, and creating a culture of deliberate inclusion and diversity;	II.5	3	- DEI internal workshops - DEI Regional workshops and conferences - DEI Cultural Heritage Virtual Events - Board DEI Committee Book Study - ESBOCES Administrators Book Study - Instructional Mentoring Program Induction Program, DEI topics infused	- Continue to lead the region in DEI workshop/conference offerings - Yearly Board DEI Book study - Yearly ESBOCES Administrators Book Study - Instructional Mentoring Program Induction Program will embed yearly DEI/CR-SE Training - DEI segment at annual leadership workshop - DEI segment at annual Superintendent's Conference Day

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A.2 Acknowledge historical institutions, such as racism, sexism, classism, ableism, heterosexism and other forms of oppression or "isms", that have systematically limited the educational and societal advancement of marginalized groups;	I.5	2	• ESBOCES regional and internal workshops (i.e. History of Racism on Long Island) • DEI agency Events (i.e. Juneteenth, Amplifying Asian American Voices, Understanding Jewish American Traditions, Diwali celebrations) • DEI Agency Advisory Guest Speakers (i.e. Shinnecock Trustee Germain Smith, Disability Advocate Sofiya Cheyenne, LGBT Network Advocates, Suffolk Government Chief Diversity Officer Retha Fernandez)	• Annually incorporate diverse historical perspectives School program guest speakers o Facilitate at least 2 agency wide DEI events for all stakeholders each year • Continue inviting diverse guest speakers to the DEI Agency Advisory Council meetings for awareness on cultural and social topics
A.3 Promote and publicly announce actions that address systemic inequities at both the building and ESBOCES levels;	I.2	1.5	• Update of Foundational documents (mission, beliefs, goals) to reflect a DEI lens • Reviewing data (i.e. student enrollment, student outcomes, disciplinary data)	• Data collection and analysis 2022-2023 for inequities • Development of action plan based on data analysis to be included in agency wide strategic plan

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A.4 Develop and support effective equity and inclusive leadership at the program and ESBOCES levels;	II.3	2	• Director of DEI is a senior level administrator	• Office of DEI internal and external staff support to increase by 50% by 2025
A.5 Develop a shared ESBOCES and community understanding and definition of equity, inclusion and diversity;	I.1	3	• Administration Council monthly meetings include a monthly DEI agenda item • Agency DEI website section • DEI Common language on vacancy announcements • DEI Agency Advisory Committee annual review of goals that were included in the strategic plan and progress • Development of DEI Family-community workshops	• Annual feedback via agency wide work place culture survey • Annual feedback from DEI Agency Advisory Council • Annual DEI Family-community workshops • Annual feedback from DEI CoSer district participants
A.6 Invite and include people from diverse backgrounds to examine issues and develop solutions that address root causes and systems rather than one-time fixes;	II.8	2	• Parent-Family DEI Agency Advisory Council developed 11/2020, meets 5 times a year • Work Culture survey with extensive DEI section	• Continue implementation of the Parent-Family DEI Agency Council meeting 5 times a year • Annually administer the "Work Culture" survey

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			administered 2/2021 (approx. 30% participated) • Building level student groups in high school programs with a focus on equity established in BTC, BAC and SHS • Through a joint partnership between HR and the Office of DEI, Employee Connection/Resource Groups (ECG's) were developed and met 4 times a year	• Development of an agency Student Advisory Council for all middle level, high school level, and adult programs to meet 4 times per year • Continue implementation of the Employee Connection Groups to meet 4-5 times per year
A.7 Address opportunities and achievement gaps at every level of ESBOCES through review of policies, procedures, and practices necessary to ensure success for every student;	II.2	2.5	• Board DEI Policy and Regulation adopted 2021 • Review of DASA Policy training via agency DASA committee • Review of Code of Conduct via Central Shared Decision Making (CSDM) Committee • Admin Council and Cabinet monthly DEI agenda item	• CSDM sub-committee Code of Conduct brochure update. (to be completed August 2023) • DASA sub-committee to update DASA training modules to be inclusive of: NYSED Crown Act and Transgender memo (to be completed January 2024)

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(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

				• Continue reviewing DASA training and policies with an equity lens annually
A.8 Eliminate practices including policies and procedures, that result in predictable lower academic achievement for any student group, especially those historically marginalized groups, compared to other student groups;	IV.2, IV.3	1.5	• Development of school building equity plans inclusive of student academic data • Building Equity Walks: Public Spaces (21-22) • Building Equity Walks: Classroom Environments (22-23)	• Annual development of school building equity plans inclusive of student academic data • Continue equity walks of instructional practices (23-24) • DEI Liaisons to lead equity walk cycles within their buildings/programs beginning 24-25
A.9 Model racial and ethnic equity, inclusion, and diversity in business and operational practices;	V.4	1.5	• Development of pilot mentoring program with an equity lens • Reviewing process and procedures based on demographics being served (i.e. retirees) • Creation of non-instructional DEI Liaison roles to serve as	• Monitoring the strengths and areas of growth of the mentoring program. Full roll out 23-24 to all non-instructional staff • Develop quarterly meetings with non-instructional DEI Liaisons (winter 2022)

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			- models in departments for increased inclusivity - Create system for departments to demonstrate how they are meeting the goals of DEI Regulation 5124	- Conduct Building Equity Walks of Public Spaces (Summer 2023) - Annual "DEI Regulation Connections" report from non-instructional DEI Liaisons will be submitted to the Office of DEI
A.10 Develop reporting, investigation, communication, and accountability processes related to actions of racism and occurrences;	II.8	2	2022 Work culture survey included extensive DEI section (640 employees participated) - Research and development for a "Work Climate and Bias Incident Report" link	"Work Climate and Bias Incident Report" link on ESBOCES website

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A.11 Provide professional development to address the role and presence of bias, prejudice, and racism, which will: -Address the impact on historically marginalized learners; -Address the causes of distrust/mistrust in marginalized communities; and ---- -Dismantle narratives and structures that promote discrimination and problematize students, especially students of color.	III.1	2	• DEI Liaison training and monthly support from Director of DEI • Central Shared Decision Making (CSDM) Committee includes DEI report-out from Special education and CTE programs • New Employee Orientation includes DEI segment	• Annual training for all DEI Liaisons on DEI/CR-SE Turn-key Modules to support their school programs • Annual feedback surveys from module trainings • Continue to include DEI segment as part of the New Employee Orientation

Note: Status Report Is Measured Through the Use of the Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education Created by the New England Resource Center for Higher Education, (NERCHE), College of Education and Human Development, University of Massachusetts Boston

ESBOCES Regulation 5124R.1: Equity, Inclusivity and Diversity in Education

B. Aim to Ensure Systemic Equity:

To aim to ensure educational equity for all, ESBOCES will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. ESBOCES will:

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

BOE Regulation 5124R.1	Aligned to Assessment-Dimensions & Components	Status 2020-2022	Indicators/Evidence	Next Steps (2023-2025)
B.1 Intentionally seek and include voices (e.g., student government) and experiences of students who have historically been excluded from leadership roles;	VI.2	2	• ICC and BTC included students on building equity walks • BTC, MTC, BAC and SHS developed student groups with a DEI focus between 2021-2023 • All CTE programs include SkillsUSA • Students participate on Advocacy Teams • Use of ESBOCES monthly Cultural Heritage Highlights flyer that help faculty and students find and celebrate their identity (i.e. various school-wide programs and initiatives) • BAC and BTC student input on code of conduct brochure updates for CSDM (2023)	• Development of an agency Student Advisory Council for all middle level, high school level, and adult programs to meet 4 times per year • Continue student Advocacy and Skills USA • Continue use of the agency monthly Cultural Heritage Highlights Flyer and include impact on "Work Culture" survey for feedback annually • Continue to include student input on the

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			• DEI Office piloted *Student Voice Forums* with 37 students from BAC, SHS, IAC and JAC (5/2023)	CSDM committee annually • The Office of DEI will annually conduct a *Student Voice Forum* inclusive of diverse voices
B.2. Encourage staff to be actively engaged in the development and implementation of culturally responsive teaching and learning practices and curriculum;	III.2, IV.2	2	• Special Education and CTE Curriculum and Lead Teachers participated in the CR-SE Leadership Institute (2021 and 2023) • Special Education Curriculum review with an equity lens and updated curriculum materials purchased • Instructional DEI Liaisons participated in monthly CR-SE workshops • Instructional DEI Liaisons and School Building/Program Leaders developed DEI Building Level Action plans using the NYSED CR-SE Framework (2021, 2022)	• DEI Liaison turn key of the CR-SE module #3 and #4 to all teachers and teacher assistants (23-24) • The Office of DEI will review and audit of lesson plan structure for special education and CTE programs with an equity lens with Curriculum and Lead Teachers (23-24) • Continue "Equity Walks of Classroom Environments" (23-24)

ESBOCES Regulation 5124R.1: Equity, Inclusivity and Diversity in Education

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(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

			- ESBOCES Teacher Induction Program includes CR-SE segments and book study resources 95% of Teachers and Teacher Assistants participated in the workshop "Introduction to the NYSED CR-SE Framework" (2021)	- Begin "Equity Walks of Instructional Delivery" (24-25) - Annually the Director of DEI will meet with the Director of Special Education and CTE to review each building/programs Equity Plan for measurable impact
B.3. Engage family and community members in the development and implementation of culturally appropriate and effective partnerships between home and school;	VI.1	2	- Family-Parent DEI Advisory Council - Child Wellness Committee includes students and parent advocates - Parent University program - PTA annual dinner	- Continue to implement the Family-Parent DEI Advisory Council - Survey if there is a need for an Agency-Community Cultural Committee - Review the PTA annual dinner with an equity lens

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(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

B.4. Aim to ensure each program is welcoming and inclusive to all who enter;	II.1	3	- Board DEI Committee - ESBOCES DEI Agency Advisory Council - ESBOCES Regional LICEE - Development of Instructional and non-instructional DEI Liaisons and building committees - Development of building equity plans - Updates to the Hiring Practices manual - Development of PFAC - Development of Student Voice Forums - Annual work culture survey	Continue supporting initiatives and measuring impact and success via surveys, Human Resource data reports and professional development attendance

ESBOCES Regulation 5124R.1: Equity, Inclusivity and Diversity in Education

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B.5 Establish, support, and sustain building-level and ESBOCES-wide equity and inclusion leadership groups consisting of varied stakeholders, including students, parents/persons in parental relation, staff, and administrators to strengthen community dialogue regarding equity, inclusion and diversity initiatives;	II.7, III.2, V.2 VI.3	2.5	• Strategic Plan steering committee inclusive of DEI lens • Update of the Code of Conduct with an equity lens inclusive of parents, staff and students • Cabinet level DEI book study • Building Level Action Plans • ESBOCES DEI Agency Advisory Council • ESBOCES Regional DEI Professional Learning Community • ESBOCES facilitates NYS BOCES DEI Professional Learning Network (2021, 2022) • Educational Support Services leadership team participated in DEI book study (2021) • Educational Support Services and Regional Information Center Department office "fun" committees used a DEI lens for events • Student participation on equity walks include student voice for updates to school public spaces	• Ensure every department has DEI goals • Family/parent university with DEI focus • Create more school and Agency-wide opportunities • Measure impact and success with surveys, attendance, and school climate

B. Aim to Ensure Systemic Equity:
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			• Culinary program's focus on diverse meals followed up with history of that culture • Parent visits to schools bring exposure to the myriad of student work such as displays and posters centered on DEI initiatives and activities • Parent-family and staff survey adapted from Panaroma for increased feedback and stakeholder input (translated in multiple languages)	
B.6. Review existing policies, programs, [professional development, and procedures to aim to ensure the promotion of equity, and all applicable new policies, programs, and procedures will be developed using an equity lens;	II.2, II.5, V.1	2.5	• Development of the Board DEI Policy and Regulation 5124 (2021) • Review of DASA Policy Training Module (2022) • Review of external programs offered with and contract language (2021) • Updates to contract language to include ESBOCES commitment to DEI (2022)	• Continue use of part D of the Board DEI Regulation 5124 to review programs and policies with an equity lens and make updates on an as need bases • ESBOCES Cabinet will meet monthly with the Director of DEI to review updates to any

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			• Review of various internal program policies (i.e. Nursing program readmittance policy reviewed with an equity lens and updated for increased inclusivity)	agency policies and/or procedures with an equity lens
B.7. Remedy the practices, including assessment, that may lead to the over-representation of student groups in areas such as special education and discipline, and the under representation of groups in programs such as talented and gifted and Advanced Placement;	III.5, IV.3	1.5	• Budgetary funds dedicated to internal and external PD including restorative Justice • Payment of substitutes to allow teachers to attend PD and advocacy	• Review of academic and discipline data across all programs to set a baseline is focus of Fall 2023 • Mid-point check-in June 2024 • Full data analysis report (inclusive of trends/impact) update in June 2025
B.8. Provide every student, regardless of the color of their skin, their gender, their sexual orientation, their ability, their language, the way they speak or their background with equitable access to high quality and relevant	III.1, II.6, II.10, IV.1, IV.2	1.5	• Special Education curriculum review with an equity lens. Curriculum resources purchased with a culturally responsive framework (2023) • CTE Lead teachers introduced to a culturally responsive lesson plan rubric to turn-key to cluster teachers for 23-24 school year	• Review of academic and discipline data across all programs to set a baseline is focus of Fall 2023 • Mid-point check-in June 2024 • Full data analysis report (inclusive of

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To aim to ensure educational equity for all, ESBOCES will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. ESBOCES will:

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

instruction, curriculum, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal; B.14. Provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.			• CTE programs reviewed course material using a culturally responsive check-list and purchased various resources with diverse skin tones and hair textures (2021, 2022)	trends/impact) update in June 2025
B.9. Be intentional about attracting, retaining, and supporting a workforce	II.4., III.3, V.2	2	• HR department w/input from the DEI Agency Advisory Council, updated the DEI statement on job vacancy notice to attract	• Annual update of EEOC data reporting

ESBOCES Regulation 5124R.1: Equity, Inclusivity and Diversity in Education

B. Aim to Ensure Systemic Equity:
To aim to ensure educational equity for all, ESBOCES will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. ESBOCES will:

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

that reflects the diversity of our student body; B.12. Recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel;			• candidates from diverse backgrounds (2021) • HR and the Office of DEI updated the Hiring Manual with an equity lens (2021, 2022) • HR facilitated a Hiring Manual Training session, inclusive of DEI related interview questions, (2022) • HR department gathered data of ESBOCES student body and ESBOCES staff demographics in each department (2022) • Onboard and retention procedures are being reviewed • Development of non-instructional mentorship program for year one employees was piloted in Management Services (2021-2022) • Director of DEI participates on central level interviews	• Continue exit interview of employees who separate each year • Implement a Hiring Manual Forum for various agency levels for feedback regarding roll out (2023-2024) • Director of DEI will audit various levels of interview process/procedures with an equity lens and report findings to Administration Council (summer 2024) • Full implementation of non-instructional mentorship program for year one employees (transfers as well) • Office of DEI to develop ESBOCES Multicultural

ESBOCES Regulation 5124R.1: Equity, Inclusivity and Diversity in Education

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(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

				Committee (2023-2024)
B.10. Aim to ensure a positive, supportive and academically rigorous school environment that engages all students and includes multiple pathways for success; B.13. Create multiple pathways to success in order to meet the needs of students, and will actively encourage, support, and expect high academic achievement for students from all student groups. ESBOCES will not let implicit or explicit biases prevent every student from graduating ready to	III.1, IV.3, VI.2, VI.4	1.5	• Some school programs have implement Gay-Straight Alliance/Gender-Sexuality Alliance club • SHS has implemented "No Place for Hate" program • Various school programs have student government/councils, and National Honors Society's • CTE programs have Mental Health Alliance, Power Team, Skills USA, and other student leadership groups • Student participation in advocacy day	• Review of academic and discipline data across all programs to set a baseline is focus of fall 2023 • Mid-point check-in June 2024 • Full data analysis report (inclusive of trends/impact) update in June 2025

B. Aim to Ensure Systemic Equity:

To aim to ensure educational equity for all, ESBOCES will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning and working environments that expect and support high academic achievement for students and employees from all student subgroups. Differences will not just be seen as strengths, but they will be nourished, celebrated, and welcomed because they are what make students and families unique. ESBOCES will:

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

succeed in a diverse society.				
B.11. Create and implement culturally responsive instructional practices, curriculum and assessments;	III.1, IV.2, V.1	2	• Instructional DEI Liaisons turn-key CR-SE modules to school staff • School building faculty meetings include DEI agenda item • Central and Department level shared decision making committees include DEI agenda item	• Support DEI Liaisons with a stipend for increased responsibility of turn-key and workshop development (2023-2025) • Quarterly require Department and Building shared decision making committees provide impact of DEI/CR-SE agenda item to Central shared decision making teams (this can derive from their building equity plans) • Offer CR-SE workshops on Frontline to fulfill Article 7 requirements

ESBOCES Regulation 5124.1: Equity, Inclusivity and Diversity

C. Implement an Equity Lens:

The purpose of an equity lens is to be intentionally inclusive as ESBOCS makes decisions. It poses questions that help the decision-makers focus on equity in both process and outcomes. These questions are designed to create a more inclusive perspective, drawing attention to how the decision holds the potential to affect marginalized groups. By applying an equity lens, ESBOCES intends to:

(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

BOE Regulation 5124R.1	Aligned to Assessment- Dimensions & Components	Status 2020-2022	Indicators/Evidence	Next Steps (2023-2025)
C.1 Identify clear goals, objectives, and measurable outcomes	I.3	3	• ESBOCES mission, beliefs and goals reflect an equity focus mindset which leads to changes in practice • ESBOCES Middle States accredited strategic plan embeds DEI goals, actions plans and expected outcomes • ESBOCES DEI Agency Advisory Council meets 5 times a year and sets goals	• Continue to partner with an accredited organization with an equity focus and develop strategic goals for the agency
C.2 Provide a common vocabulary and protocol for evaluating policies, programs,	I.1	3	• DEI Policy 5124 has an extensive glossary of vocabulary	• Create an action tool using DEI Regulation 5124 section D and pilot in cabinet meetings for

ESBOCES Regulation 5124.1: Equity, Inclusivity and Diversity

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(Status Key: 3 = Transforming, 2 = Developing, 1 = Emerging)

practices, and decisions for racial equity; and C.3 Produce policies, programs, practices, and decisions which result in more equitable outcomes			• DEI Regulation 5124 provides a protocol to examine policies and procedures in section D- ***Monitoring and Reviewing*** • ESBOCES DEI website page has supportive resources -	policy review (summer 2023) • Use the action tool during administration council meeting policy and procedure reviews (23-24) • Review the action tool at the Board DEI committee meetings (23-24) • Adopt the action tool as an agency resource tool (24- 25) • Continue to update the esboces.org/dei resource page

![Eastern Suffolk BOCES logo] Eastern Suffolk BOCES
Educational Services That Transform Lives

ESBOCES Diversity, Equity, and Inclusivity Agency Advisory Council

https://www.esboces.org/DEI

Agenda
Wednesday, March 8, 2023
3:30 p.m.

Agenda Item	Time
Welcome and updates - **State** - **Region** - **Agency**	3:30 p.m. - 4:05 p.m.
Work session: Unpacking the ESBOCES DEI Regulation 5124: 1. How does this look in your department? 2. How can we measure success? 3. What is one goal we can set?	4:05 p.m. - 4:35 p.m.
Group share out	4:35 p.m. - 4:55 p.m.
Wrap-up and Upcoming Events	4:55 p.m. - 5:00 p.m.

DEI Agency Advisory Council March 8, 2023 Group Work Session Sample

ESBOCES Regulation 5124

Section A. Eliminate and Disrupt Systemic Inequalities Eastern Suffolk BOCES believes that all students can learn and that every student has a right to an equitable educational experience and a sense of belonging at school.

3. promote and publicly announce actions that address systemic inequities at both the building and ESBOCES levels;

4. develop and support effective equity and inclusive leadership at the program and ESBOCES levels;

YOU MAY NOT BE ABLE TO COMPLETE ALL QUESTIONS, BUT "PUSH YOUR GROWING EDGE" TO BRAINSTORM TOGETHER.

Below, discuss #3 first, then #4:

3. promote and publicly announce actions that address systemic inequities at both the building and ESBOCES levels;

1. How does this look in your department?

At MTC, build a sense of community with the students. Activities are planned each month that embrace the mental health theme. Utilize displays in the building such as P.S. I Love You (purple hearts, messages to students, etc.). Share actions with public relations to be communicated agency-wide.

Requires support from all of the adults.

At Ward Tech had the walk-through and they went to cosmetology and another classroom but was told that went fairly well. AT BTC Equity walk with April went into Fashion and Dental. Liaisons, AP and 2 students participated in the walkthrough. The students brought it back to their teachers. At BTC had Equity walk with April went into Fashion and Dental. Liaisons, AP and 2 students participated in the walkthrough. The students brought it back to their teachers. The students have a great relationship with their teachers and they went back to their classrooms and spoke about it with their teachers. Another initiative was to have more student voice. For example brought a student on the interview committee.

The ESS FHERM rep provided an activity for our ESS team at ISCS @ Seq on celebrating our similarities and differences by giving everyone a paper petal to write on with our individual similarities and differences and she created a beautiful garden bulletin board.

ESS is rolling out activities with staff on the definitions outlined in the DEI board policy.
2.   How can we measure success?
3.   What is one goal we can set?
Based on the updates and work sessions this year, what are your expectations for this work in 23-24. A goal could be to use the monthly cultural heritage highlights to create lessons/activities in the classroom. This has been done building wide but could be used in the classroom. If everyone could get a packet of the Cultural Heritage Highlights buildings/programs could plan ahead in developing activities on celebrating different cultures.

4. develop and support effective equity and inclusive leadership at the program and ESBOCES levels;

4.   How does this look in your department?
5.   How can we measure success?
6.   What is one goal we can set?

Diversity, Equity, and Inclusivity
Advancing Equitable Opportunities

Eastern Suffolk
BOCES

Office of Diversity, Equity, and Inclusivity | 201 Sunrise Highway, Patchogue, NY 11772 | 631-687-3028 | esbocesdei@esboces.org

ESBOCES NON-INSTRUCTIONAL DEI REGULATION CONNECTION FORM

Department	Regional Information Center
Administrator	Darlene Roces
DEI Liaison	Aimee Jackson

ESBOCES DEI Regulation 5124

Share which regulation letter and number was the focus for 22-23:
C. 2, 3

Please share examples of how this regulation was met within your department for 22-23
• It was noted that some of our terminology in describing employee positions or services utilized the phrase three-fifths as part of the description. Our leadership team was made aware at a recent meeting of the possible association to the "Three-Fifths Compromise". All flyers and documents utilizing this phrase will be updated and replaced by more sensitive terminology. • Updated Strategic plan to include RIC/SDS to support NYSED's Digital Equity initiative for Suffolk Districts.   ○ SDS to provide regional service to assist districts with collecting Digital equity data

ESBOCES Strategic Action Plan I
Educational Outcomes w/an Equity Lens

School Building	Adult Career and Technical Education – multiple sites
Administrators	Marjorie Peter; Administrative Coordinator TBD
Curriculum Leaders/Lead/Cluster Teachers	Administrative Coordinator, Labor Specialist, Vocational Advisor
Building DEI Liaison	Program liaison: Erica Whitehurst and Wilson Charlotin

How will you use the CR-S Framework to set goals towards strategy I of the ESBOCES Strategic Plan for the 2022-2023 school year?

CRSE Principle #1: Creating a Welcoming Affirming Environment

What are two goals you will set in this area? (use language from the CRSE Framework)	Who are the stakeholders you will need to partner with to work towards these goals?	What are some resources you may need?	Steps and timeline to implement this goal	What is one outcome you hope to achieve?	What are some ways you will measure impact? (i.e. post -surveys, forums, data analysis)
Goal #1:Professional development on supporting classroom norms	Administrative Coordinator, DEI Liaison, Labor Specialist, Vocational Advisor, supervisors and instructors	Professional development; Workshop support from the DEI office	Professional development for all career pathway instructors; • Workshop on Principle 1 of the Framework "Creating a Welcoming and Affirming Environment"	Use of norms by instructors and students	Classroom observations

			• PD on developing classroom norms		
Goal #2: Create classroom norms	Administrative Coordinator, DEI Liaison, Labor Specialist, Vocational Advisor, supervisors and instructors	Planning time	• Send instructors sample norms (preset list of 20-25 established norms) via Survey Monkey • Request each instructor to respond with their top 10 norms • Analyze response and reduce to 5-10 top responses • Use these response to create Class Norms Posters for each classroom	Classroom Norms posted and shared in each room	Goal #2: Classroom observations; equity walk

CRSE Principle #1: Creating a Welcoming Affirming Environment

Goal #1: Professional development on supporting classroom norms

- <mark>2022-2023 outcomes</mark>: Principal #1 professional development offered in multiple formats: AM and PM Virtual sessions and a self-guided session. Developing a successful PD model will greatly support positive impact of PD going forward
- 2023-24 potential goal: Survey staff on ways to create welcoming affirming environments for adult learners (sharing secondary spaces)

Goal #2: Create classroom norms

- 2022-2023 outcomes: Goal not met. Challenges met with offering professional development to adult education staff needed to be addressed in order to create more communicative collaboration. Based on staff feedback, we will either continue with the goal to create classroom norms, or modify our goal accordingly

CRSE Principle #2: High Expectations and Rigorous Instruction

What are two goals you will set in this area? (use language from the CRSE Framework)	Who are the stakeholders you will need to partner with to work towards these goals?	What are some resources you may need?	Steps and timeline to implement this goal	What is one outcome you hope to achieve?	What are some ways you will measure impact? (i.e. post -surveys, forums, data analysis)

Goal #1: incorporate instructional strategies and assignments that are responsive to different learning styles	Administrative Coordinator, Labor Specialist, Vocational Advisor, supervisors, and instructors	Virtual professional development presentation; "Thinking Maps: A Language for Learning" D. Hyerle, Ed.D & C. Yeager, M. Ed.	• Develop professional development on the use of thinking maps
			  ○ Examples
			  ○ How to use
			  ○ Benefits to students
			• Share presentation with instructors via Survey Monkey
				Increased used of differentiated instruction in the classroom	Classroom observations; student success rate

Goal #2: incorporate instructional strategies and assignments that are responsive to different learning styles	Administrative Coordinator, Labor Specialist, Vocational Advisor, supervisors, and instructors	Virtual professional development presentations(s)	• Review instructor observations to identify next professional development need regarding differentiated instruction. What is not being seen in the classroom? What recommendations are being made to instructors? • Create and share presentation with instructors via Survey Monkey or Zoom	Increased used of differentiated instruction in the classroom	Classroom observations; student success rate
CRSE Principle #2: High Expectations and Rigorous Instruction Goal #1: incorporate instructional strategies and assignments that are responsive to different learning styles • 2022-2023 Outcomes: PD on Thinking Maps was developed but the focus was on the development of effective PD formats and implementing Goal #1					

Commented [s3]: I have 2 binders from Thinking maps training in my office if you need any additional supports.

- 2023-24 potential goal: With the success of the PD format, we will continue to share instructional strategies that meet the diverse needs of our learners

Goal #2: incorporate instructional strategies and assignments that are responsive to different learning styles
- 2022-2023 outcomes: Teacher observation feedback focused on instructional feedback that builds students' voice in the classroom
- 2023-2024 potential goal: Review Teacher Observation Tool to see if it provides sufficient feedback to teachers or if modifications are needed

CRSE Principle #3: Inclusive Curriculum and Assessment

What are two goals you will set in this area? (use language from the CRSE Framework)	Who are the stakeholders you will need to partner with to work towards these goals?	What are some resources you may need?	Steps and timeline to implement this goal	What is one outcome you hope to achieve?	What are some ways you will measure impact? (i.e. post - surveys, forums, data analysis)
Goal #1: Provide students with classroom resources in alternate languages	Administrative Coordinator, instructors, purchasing clerk	Include in budget resources for additional classroom textbooks	• Identify available resources • Order textbooks for classrooms	Students using Spanish textbooks to build background knowledge and process content	Teacher feedback
Goal #2: Provide professional development on using resources in other languages	Administrative Coordinator, Labor Specialist, Vocational Advisor, instructors	Virtual professional development presentations(s)	• Develop professional development: how to support student use of resources in other languages • Share presentation with instructors via Survey Monkey or Zoom	Increased used of instructional resources in other languages to build background and comprehension	Classroom observations; student success rate
Goal #3: Provide students with Trade specific bi-	Administrative Coordinator, instructors	Planning time for instructors	• Create trade specific word banks in other languages to help students develop	Increased success of English Language Learners	Student success rate

lingual word bank			trade specific language		

CRSE Principle #3: Inclusive Curriculum and Assessment

Goal #1: Provide students with classroom resources in alternate languages

- ==2022-2023 outcomes:== Several textbooks and Spanish / English Dictionaries were purchased and placed in classrooms for student access
- 2023-2024 potential goal: Survey students for additional feedback on supports that would help reduce barriers to learning

Goal #2: Provide professional development on using resources in other languages

- 2022-2023 outcomes: Goal not met as we focused on precursor goals.
- 2023-24 potential goal: Survey staff and students on use of additional classroom resources

Goal #3: Provide students with Trade specific bi-lingual word bank

- 2022-2023 outcomes: Goal not met as we focused on precursor goals.
- 2023-2024 potential goal: Continue with goal. Consult with secondary teachers who are using word banks for feedback on successes and recommendations

Date	Workshop	# Participants	Audience	Presenter
8/2/2022	Creating Safe & Braving Communication in the Workplace	64	ESBOCES Operations & Management Staff	April Francis-Taylor
9/30/2022	DEI Afternoon Chats (1.0) Pt. 1 Understanding Culture, Identity and Bias	20	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
10/6/2022	DEI Afternoon Chats (1.0) Pt. 2 Was that a Microagression?	14	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
10/12/2022	DEI Agency Advisory Council	52	ESBOCES Agency Advisory Council Members	April Francis-Taylor, Ryan Ruf, David Wicks
10/14/2022	DEI Afternoon Chats (1.0) Pt. 3 Creating Safe and Braving Spaces for Better Communication	14	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
10/27/2022	DEI Afternoon Chats 2.0 pt.1	16	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
10/31/2022	DEI Afternoon Chats 2.0 pt.2	15	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
11/2/2022	Introduction to NYSED DEI & CRSE Framework	4	ESBOCES DEI CoSer Districts	Amanda Chansingh
11/8/2023	DEI Module #1: CR-SE Framework and Implicit Bias	1500	ESBOCES Teachers and TA's	ESBOCES DEI Liaisons

Date	Workshop	# Participants	Audience	Presenter
11/10/2022	DEI Afternoon Chats 2.0 pt. 3	16	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
11/17/2022	DEI Afternoon Chats 1.0 pt. 2	15	ESBOCES Agency-wide Professional Growth Opportunities Participants	April Francis-Taylor
11/30/2022	DEI Agency Advisory Council	41	ESBOCES Agency Advisory Council Members	David Wicks,
12/8/2022	Teaching Hard History-Elementary Educators	3	ESBOCES DEI CoSer Districts	April Francis-Taylor
1/3/2023 & 1/17/23	Creating Safe & Braving Communication in the Workplace	16	ESBOCES Human Resources Staff	April Francis-Taylor
1/11/2023	DEI Agency Advisory Council	39	ESBOCES Agency Advisory Council Members	David Wicks, April Francis-Taylor
1/13/2023	Deep Dive into the NYSED CRSE Framework	6	ESBOCES CoSer Districts	Amanda Chansingh
1/20/2023	Deep Dive into the NYSED CRSE Framework pt. 2	5	ESBOCES DEI CoSer Districts	Amanda Chansingh
1/27/2023	Deep Dive into the NYSED CRSE Framework pt. 3	5	ESBOCES DEI CoSer Districts	Amanda Chansingh
2/6/2023	Creating Safe & Braving Communication in the Workplace	6	ESBOCES FEOP Staff	April Francis-Taylor
2/8/2023	Teaching Honest and Hard History	31	Social Studies Teachers and Administrators	April Francis-Taylor
2/16/2023	DEI Virtual Event: Black History Month Celebration	61	ESBOCES Staff, Students, CoSer Districts	April Francis-Taylor
3/3/2023	Creating Safe & Braving Communication in the Workplace	10	ESBOCES RBERN Staff	April Francis-Taylor
3/6/2023	Defining US Screening	94	ESBOCES Staff, Students, CoSer Districts	April Francis-Taylor
3/8/2023	DEI Agency Advisory Council	39	ESBOCES Agency Advisory Council Members	April Francis-Taylor, David Wicks
4/26/2023 & 5/8/23	Creating Safe & Braving Communication in the Workplace	219	ESBOCES Administrative Services, Business Services and Educational Services	April Francis-Taylor

Date	Workshop	# Participants	Audience	Presenter
5/10/2023	DEI Agency Advisory Council	35	ESBOCES Agency Advisory Council Members	April Francis-Taylor, David Wicks
5/12/2023	DEI Conference	102	Districts and ESBOCES Staff	April Francis-Taylor, Amanda Chansingh
5/25/2023	DEI Virtual Event: Amplify APIDA Voices	47	ESBOCES Staff, Students, CoSer Districts	April Francis-Taylor
6/16/2023	DEI Virtual Event: Exploring Juneteenth Through Genealogy	77	ESBOCES Staff, Students, CoSer Districts	April Francis-Taylor
6/20/2023	CTE and What You Need to Know About the Crown Act	150	ESBOCES CTE educators	April Francis-Taylor

Creating Safe & Braving Communication in the Workplace

April 26, 2023 & May 8, 2023

Evaluation Summary

Using a scale of 1-5, please share how the DEI modules and activities you participated in this year impacted your knowledge of this area:

There was no Impact	# of responses
1	8
2	10
3	43
4	53
5	61
There was great impact	
Total	175

Attendees were Administrative Services, Educational Services and Business Services
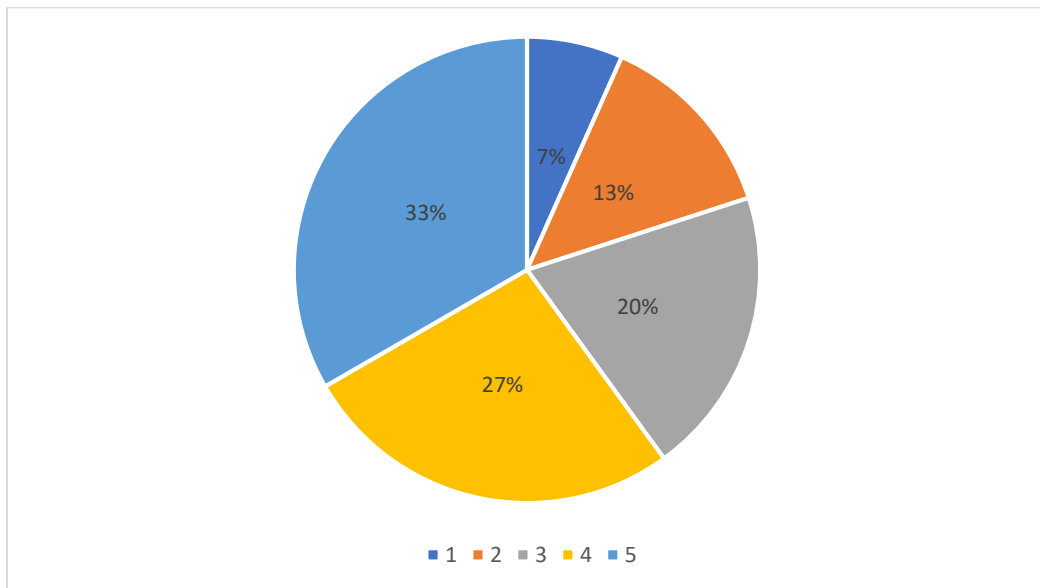
Please share one thing that has stood out to you this year based on these modules and activities:

1. Brings awareness to everyday conversations
2. Scenarios were great
3. Informing
4. Shed light on a topic we all need to be aware of
5. Great learning experience
6. Taught me how to handle microaggressions in a positive way
7. Made me think further
8. Think before you speak
9. Interesting
10. Educational differences should be considered in the presentation to make it more inclusive to all levels
11. Unseen disabilities
12. Need to think about how things may be perceived, not just what our intent is
13. More awareness of people's feelings
14. Will definitely be using the tools
15. Increase in depth of knowledge of DEI
16. Be more mindful of my words including verbal and email
17. Helpful when on interview committee
18. Always pause, don't be afraid to speak out
19. It is an eye opener for a lot of people, everybody has to work harder on this
20. Need to be more considerate
21. Have had this training before, but have learned some new thoughts
22. Choosing to use words better
23. Using the disability terms-as a mother of a child with autism, bipolar and ADHD, these terms are so often tossed around by people-it is offensive!! So Thank you for that!
24. This is an outstanding presentation
25. Pause before speaking
26. Think about others feelings
27. Microaggressions
28. I resent being forced to attend these workshops
29. It was enlightening
30. I found this very interesting-more eye opening than I expected
31. For fear of offending someone-communication in the office is limited
32. No longer making nicknames to describe co-workers in jest
33. It just overall makes me proud to work in a space that does not shy away from the conversation and actually encourages it. I loved the closed captions for the deaf & HOH inclusion.
34. Having others participate and voice concerns

Equity Learning Walk Data Collection Tool
Adapted from the work of Generation Ready (Nicole Anderson), Des Moines Public Schools, the Association of California School Administrators (9.11.18 na)

The purpose of equity walks is to sharpen & focus the instructional leadership lens and allow the gathering of observational data to confirm or challenge assumptions regarding school improvement, culturally proficient practices, and equity throughout the school. Equity walks support ongoing monitoring of implementation of equity action plans. The observational data remains tacit unless there is specific collegial feedback to staff to engage them in reflecting on instruction, assessment, and student-staff relationships. *"A commitment to diversity and equity starts at the top – reflected in the faces of leadership, in the allocation of resources, and in positions and roles designated to further diversity as well as equity."*

Guiding Questions	Look for's
1. How is the learning environment inclusive and reflective of individual learning profiles?	− Teaching to all learning styles − Modified instruction to meet all students' abilities and needs physically − Lesson plan inclusive of differentiated − Opportunities for student disabilities to physically access learning material (i.e. use of iPad)
2. What evidence do you see that demonstrates positive student-teacher and student-teacher assistant/aide relationships?	− Evidence of a positive rapport, body language, positive praise − Conversations being held during the lesson − Body language (where in the classroom-front/back/sideline) − Ability level of engagement (some students may be verbal, use communicative device, etc.)
3. What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning?	− Social stories reflect student culture − Explanation of activities, talking students through steps − Observable of student needs (i.e. physical prompting in a responsive way) − Teacher/teacher assistants using language that connects to student diverse culture/language (verbal, text, devices, etc.) − Student bill of right for non-verbal students − Display of non-verbal student work (i.e. use of symbols, etc.)
4. Is there a process or procedure to address positive student behavior expectations through explicitly teaching rules and reward expected behaviors through a cultural lens?	− Behavior contracts, token boards, Unofficial rewards (purchased lunches) − Individual charts/tokens/ on desk are displayed − Point sheets that students can track for themselves − Points system posted in the classroom − Symbols have a diversity of skin tones for students to see themselves

5. Is all student work visible? Does it reflect diverse learning styles and cultures?	− We have display cases with student work, including artwork that coincides with cultural events of the month − Individual student work displayed (inside and right outside classroom) − Student work connected to cultural heritage month highlighted − Is it typed/use of symbols/pictures, etc. shows student participation in creating
6. Is the learning environment engaging and challenging for learners?	− Create exit tickets for a lesson plan to gauge students' thoughts − Sensory/tactile activities shown (i.e. braille board, hands on learning) − Inclusive of art and music − Books have characters with diverse backgrounds (race/ethnicity/ disability, cultural celebrations, etc.)
7. How does the learning environment help students develop awareness, understanding and acceptance of oneself and others?	− Having support staff in the classroom help individual students separately and working with other students to be accepting of working at a different pace than their peers − Inclusive of student with disabilities displayed in posters − Displays that bring awareness to different disabilities − Physical layout- where students are seated/position and does it seem inclusive

Equity Walk Overall Takeaways

77
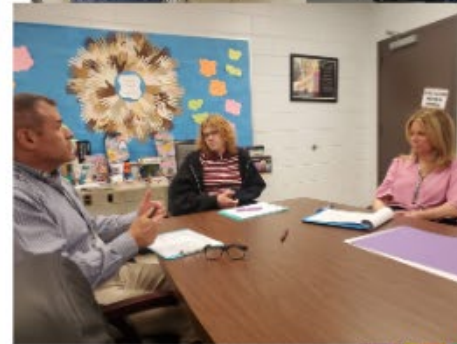
ESBOCES EMPLOYEE CONNECTION GROUPS INTEREST 22-23

Which ECG would you be interested in joining? (please note: you should personally identify with the group(s) you select)

104 responses

Group	Count
African/Black/Caribbean A…	4 (3.8%)
Asian/Pacific American	2 (1.9%)
Latino/Latinx/Hispanic Am…	12 (11.5%)
LGBTQI+	7 (6.7%)
Family/Elder Care Giver	26 (25%)
Persons with Disabilities/N…	11 (10.6%)
Veteran/Active Military	3 (2.9%)
Women in Technology	25 (24%)
Working Parents	35 (33.7%)
Young Professionals	15 (14.4%)
Neurodiversity	1 (1%)
There is no group listed th…	1 (1%)
None	1 (1%)
Mental Health Awareness	1 (1%)
I believe homogeneous gr…	1 (1%)
some type of art club / pai…	1 (1%)
going to retire in a few mo…	1 (1%)
cooking / recipe exchange	1 (1%)
None, thank you	1 (1%)
suffers from Mental Disease	1 (1%)
loss of spouse/partner	1 (1%)
NONE	1 (1%)
Hair dressers	1 (1%)
Conservative persons	1 (1%)
healthy foods/ diverse cult…	1 (1%)

April Francis-Taylor
Director of Diversity, Equity and Inclusivity
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ESBOCES Parent/Family Advisory Council
Thursday, March 30, 2023
6:00 p.m.- 7:30 p.m.
Agenda

Agenda Item	Presenter	Time Allotment
Welcome and Check-in activity	*April Francis-Taylor* *Director of Diversity, Equity and Inclusivity*	15 mins.
Review of January 2023 Meeting and March PTA Dinner	Claudy Damus-Makelele, *Associate Superintendent for Educational Services*	10 mins.
ESBOCES CTE Program Updates **Q and A**	Barbara Egloff Acting Director of CTE and Adult Education	25 mins.
Group Discussion: Updated ESBOCES Parent/Student Code of Conduct Brochure 1. **What resonates with you with how it is designed?** 2. **Do you think the wording connects with our families and students?** 3. **What are any suggestions? Final thoughts?** **(Break-out groups)**	All participants	20 mins.
Group Report out	Group Facilitators	15 mins.
Next Steps: **Final Meeting:** May 4, 2023 6 p.m.-7:30 p.m.		5 mins.

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Eastern Suffolk
BOCES

Educational Services That Transform Lives

Code of Conduct

Behavioral Intervention Heirarchy

Time-Honored Classroom Management Strategies for:

Regular Education Students (examples)

- Short-term in-class separation of student from classroom activities
- Non-violent crisis intervention strategies
- Sending student to counselor's office
- Sending student to Principal's office
- Disciplinary consequences

Special Education Students (examples)

- Building behavior management system
- Student specific behavior modification plan
- Non-violent crisis intervention strategies
- Brief period in BIR
- Disciplinary consequences

Formal Teacher Removal from Class (maximum two (2) days):

Follows Building SDM determined parameters for:
- a substantial disruption for formal removal
- a substantial interference for formal removal
- length of time for formal removal
- place, activities, and supervision during removal
- process for re-entry

Out of School Suspension (not to exceed five (5) days):

Follows procedures established in the Code of Conduct. Related to Board Policy 6212

Long-Term Suspension Referral to Home School District:

For violation of Code of Conduct, which may warrant long-term suspension (more than five (5) days), expulsion, or CSE change of placement

Levels of Behavior and Responses

Objective: Our ESBOCES Schools develop and continue to review appropriate discipline responses and proactive practices that successfully support students to maintain positive behavior while recognizing trauma-related causal factors and minimizing opportunities for re-traumatization.

The ESBOCES Board expects all students to behave themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, employees, and other members of the ESBOCES community, and for the care of facilities and equipment with the goal of making the ESBOCES community free of violence, intimidation, bullying, harassment, and discrimination. Exclusion from the ESBOCES environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted. These expectations also apply to internships and student work experience. Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, ESBOCES uses a variety of:

- positive supports, strategies, and interventions to improve students' motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;
- environmental modifications to support students' abilities to maintain attention, stay on task, and control their behavior; and
- building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

Guiding Principles

Eastern Suffolk BOCES, in partnership with the community, is dedicated to meeting the needs of diverse life-long learners by providing a full spectrum of special education and career learning programs and services. Maintaining a climate of inclusivity, mutual respect, and dignity promotes learning and ensures that students' rights are honored. A code of conduct is essential for a safe and orderly educational environment where students receive quality educational services without disruption. ESBOCES reviews our code of conduct annually to ensure that it effectively maintains a safe, secure, and healthy environment in which students and staff can learn and work to their highest potential. The code of conduct provides guidelines for acceptable and safe behavior to avoid disruption of the educational environment. Our code of conduct aligns with the Dignity for All Students Act (DASA) and the New York State Safe Schools Against Violence in Education (SAVE) legislation.

For further information about DASA and SAVE, and to find the ESBOCES Code of Conduct Regulation please visit the ESBOCES webpage for parents: www.esboces.org/Parents

Rights & Responsibilities in Creating a Positive Learning Environment

All members of our learning community, including students, staff, parents/persons in parental relation, and engaged service providers, must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful and responsible behavior fosters a positive climate in the learning community.

Students' Rights

ESBOCES is committed to safeguarding the rights given to all students under State and Federal law and ESBOCES policy. In addition, to promote a safe, healthy, orderly, and supportive learning environment, all ESBOCES students have the right to:

- be respected as an individual and treated fairly and with dignity by other students and ESBOCES staff
- present their version of the relevant events to the appropriate ESBOCES employees in connection with the imposition of disciplinary consequences
- be provided with clear expectations
- be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, or any other classification protected by Federal, State, and local law, by employees or students on ESBOCES

Students' Responsibilities

All student interaction and communication among themselves and with teachers, administrators, other employees, and visitors on ESBOCES property will be acceptable, civil, and respectful

- respect one another and treat others fairly in accordance with the Code of Conduct and the provisions of the Dignity Act
- conduct themselves in a manner that fosters an environment of inclusivity that is free from intimidation, harassment, and discrimination
- be familiar with and abide by all ESBOCES policies, rules, and regulations dealing with student behavior
- contribute to maintaining a safe, healthy, supportive, and orderly environment that is conducive to learning and show respect to other persons and property
- utilize resources to manage their emotions and reactions and resolve conflicts with others (e.g., join an anger management group, speak to a guidance counselor or social worker, visit an intervention/alternative learning room, consult with peer leaders

Parent/Persons in Parental Relation Responsibilities

- recognize that the education of their children is a joint responsibility of the parents/persons in parental relation and the ESBOCES community and collaborate with ESBOCES to optimize their children's educational opportunities
- know ESBOCES/district rules and help their children understand them so that their children can help create a safe, healthy, respectful, supportive and inclusive learning environment
- promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process
- teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, gender expression, sex, or any other classification protected by Federal, State, and local law, which will strengthen the child's confidence and promote learning in accordance with the Dignity Act

ESBOCES Staff Responsibilities

All staff are expected to understand that students may come to ESBOCES having experienced trauma in their lives, which can impact their behavior at ESBOCES. To achieve this goal, all teachers are expected to:

- maintain a climate of mutual respect, inclusivity and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, gender expression, sex, or any other classification protected by Federal, State, and local law, with an understanding of the Code as it relates to appearance, language, and behavior, which will strengthen students' self-image and promote confidence to learn
- demonstrate an interest in teaching, concern for student health, well-being, achievement, and educational progress, and respond appropriately to the individual needs of each student
- know ESBOCES policies and rules and enforce them in a fair and consistent manner in accordance with the Code
- remediate issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any ESBOCES student or employee
- recognize and remediate personal biases that may prevent inclusivity and equitable treatment of all students

Diversity, Equity, and Inclusivity
Advancing Equitable Opportunities

Eastern Suffolk
BOCES

Office of Diversity, Equity, and Inclusivity | 201 Sunrise Highway, Patchogue, NY 11772 | 631-687-3028 | esbocesdei@esboces.org

May 2023

Dear ESBOCES Student,

The ESBOCES Office of Diversity, Equity, and Inclusivity (DEI) would like to invite you to an ***ESBOCES Student Voice Forum*** on Monday, May 22, 2023 at your school building. The purpose of this student forum is to empower student voice and encourage your feedback on the process and procedures of our programs at Eastern Suffolk BOCES. During the Forum we will:

- Develop community norms
- Share guidelines on how to give feedback
- Reflect on your experience this year
- Participate in short team building activities
- Provide ideas on how we can support all students moving forward

Your voice will truly play an important role in helping our programs grow stronger. **Refreshments will be provided**. I look forward to meeting you! To learn more about ESBOCES Office of DEI go to www.esboces.org/dei or scan this QR code:

Sincerely,

April Francis-Taylor
ESBOCES Director of Diversity, Equity, and Inclusivity
Email: afrancis@esboces.org

1. What are 1-2 main things you like about your school?

- I like how honest we can be with out problems. It feels like we are one unit that goes through similar things +

2. What are 1-2 main things you would change about your school? alwaeys support each other.

I would want to change the Seperation + disconect created by the level/point system.

3. How respected do you feel at school? By adults? By your peers?

I feel generally respected most of the time, there are some issves with others because of animosity caused by the point Systems!

4. How important do you think student voice is in making decisions in school?

very important, maybe slightly more important than the adelts.

5. On a scale of 1-10 (1 no voice-10 a lot), how much do you feel your school includes student voice in decisions at school?

5- 6

+ there should be more inpactful assemblies

6. If you were principal next year, what is one thing you would do to make everyone feel they belong in your school?

make point sheets less prominant, not as "in your face" maybe have the teachers keep them + it be private info

1. What are 1-2 main things you like about your school?

Staff

2. What are 1-2 main things you would change about your school?

The Kids,
The food, Hours

3. How respected do you feel at school? By adults? By your peers?

Respected

4. How important do you think student voice is in making decisions in school?

Very Important

5. On a scale of 1-10 (1 no voice-10 a lot), how much do you feel your school includes student voice in decisions at school?

They do try.   9 ||10

6. If you were principal next year, what is one thing you would do to make everyone feel they belong in your school?

Better Rules

1. What are 1-2 main things you like about your school?

gYm and some people

2. What are 1-2 main things you would change about your school?

more gym everyday

3. How respected do you feel at school? By adults? By your peers?

6 out of 10 by adults some
depends on the people

4. How important do you think student voice is in making decisions in school?

it should be somewhat important from certain people

5. On a scale of 1-10 (1 no voice-10 a lot), how much do you feel your school includes student voice in decisions at school?

about a 3 they include people sometimes but dont actually do anything about it

6. If you were principal next year, what is one thing you would do to make everyone feel they belong in your school?

more social clubs

DASA Coordinators Meeting: What You Need To Know About the Crown Act

Presented by April Francis-Taylor
ESBOCES Director of DEI

NYS Dignity For All Students Act (DASA)

Legislative Intent of DASA

"The legislature finds that **students' ability to learn** and to meet high academic standards, and a **school's ability to educate** its students, **are compromised by incidents** of discrimination or harassment including bullying, taunting or intimidation."

Ed. Law Article 2 Section 10

New York Culturally Responsive-Sustaining Education Framework

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Dignity for All Students Act (DASA)

Prohibits bullying, harassment, discrimination, or cyberbullying
Includes, but is not limited to, those acts based on a person's actual or perceived:

- Race
- Color
- Weight
- National origin
- Ethnic group
- Religion

- Religious practice
- Disability
- Sexual orientation,
- Gender (including gender identity and expression)
- Sex

Source: CR 100.2 (kk) Dignity Act reporting requirements.

New York State Education Department - 19 - New York State Center for School Safety

New York Culturally Responsive-Sustaining Education Framework

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ESBOCES Code of Conduct

Regulation — Code of Conduct

TABLE OF CONTENTS

- 59 pages
- Based on state DASA law
- Reviewed and updated annually by ESBOCES Central Shared Decision Making Committee

New York Culturally Responsive-Sustaining Education Framework

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Creating Welcoming and Affirming Environments

B. Teachers

The Code of Conduct is a guide for
intended to help staff prevent studen
systems. It will provide guidance fo
not meet expected standards of be
about safety and ESBOCES climate
work together to maintain a safe an

All staff
trauma
withdraw

To achie

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Edit Header

C. **Para Educators**

All para educators are expected to:

- work under the direct supervision of a certified teacher utilizing the teacher's lesson plan and classroom/building behavior management plan;

H. **Other Administrative, Managerial, and Technical Staff**

All administrative, managerial, and technical employees are expected to:

- promote a safe, healthy, orderly, inclusive, and academically stimulating environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, gender expression, sex, or any other classification protected by Federal, State, and local law, which will strengthen students' self-image and promote confidence to learn;

- adhere to the Code of Conduct for the districts or district-based programs in which ESBOCES employees are providing services;

New York Culturally Responsive-Sustaining Education Framework

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DASA Coordinators pg. 28-29

J. Dignity Act Coordinators

In accordance with the provisions of the Dignity Act, each building administrator shall act as the Dignity Act Coordinator. For a complete listing of assignments for Dignity Act Coordinators, please refer to the Eastern Suffolk BOCES website at www.esboces.org.

The Dignity Act Coordinators are expected to:

- promote a safe, healthy, orderly, inclusive, and academically stimulating environment supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, gender expression, sex, or any other classification protected by Federal, State, and local law, which will strengthen students' self-image and promote confidence to learn;

- identify curricular resources that support infusing civility in classroom instruction and classroom management and provide guidance to employees as to how to access and implement those resources;

- be responsible for monitoring and reporting on the effectiveness of Board Policy 6100 (Dignity for All Students Act);

- remediate issues of harassment or any situation that threatens the emotional or physical health or safety of any ESBOCES student or employee or any person who is lawfully on ESBOCES property or at an ESBOCES function, or off ESBOCES property when the actions create or would foreseeably create a risk of substantial disruption within the ESBOCES environment or where it is foreseeable that the behavior might reach ESBOCES property;

- recognize and remediate personal biases that may prevent inclusivity and equitable treatment of all students; and

- be open to active participation in resolving conflicts through a restorative process.

New York Culturally Responsive-Sustaining Education Framework

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Break-out Rooms

In round robin style:
1. Introduce yourself
2. Discuss what are some of the restorative practices your building uses to support proactive community building
3. Record responses in the box of the google form.

Have you heard about DASA and the "Crown Act"?

NYSED New York State EDUCATION DEPARTMENT
Knowledge ▸ Skill ▸ Opportunity

Understanding the CROWN Act

Slide 1

Let's Talk About Hair!

Hair Love — SONY PICTURES ANIMATION — FULL SHORT FILM

- What comes to mind when you think about your hair?

- How do you think hair is viewed in society?

After watching the video…

New York Culturally Responsive-Sustaining Education Framework

Slide 2

THE FACTS ABOUT HAIR DISCRIMINATION

CROWN (CREATE A RESPECTFUL AND OPEN WORLD FOR NATURAL HAIR) ACT FACT SHEET

1.5X Black women are 1.5 times more likely to be sent home from the workplace because of their hair.

30% Black women are 30% more likely to be made aware of a formal workplace appearance policy compared to their non-Black counterparts.

3.4X Black women's hair is 3.4 times more likely to be perceived as unprofessional.

"It goes beyond hair when across the country, school policies use the same language and reasoning to ban Black hairstyles...are grounds for discipline or removal from school entirely...[and] requires you to have 'good' straight hair that comes at the cost of your health."

Hair Politics: How Discrimination Against Black Hair in Schools Impacts Black Lives.

NATURAL HAIR DEFINED Natural hair is hair that has not been chemically altered to change its kinky, curly, or coily state. This includes traditional Black hairstyles such as locs, braided extensions, twists, and fades.

PROTECTIVE STYLES DEFINED A protective hairstyle is a style that tucks the ends of the hair away from being exposed to damaging agents such as sun, heat, and constant manipulation.

Source: Dove CROWN Research Study (2019) conducted by JOY Collective in the U.S. among 2000 (1000 Black and 1000 White) Women, Age 25 – 64. All data tested at 95% confidence level. Source: https://go.boarddocs.com/fl/palmbeach/Board.nsf/files/BLHJ6W4B7BCB/$file/download%20(2).html

Slide 3

Understanding the CROWN Act

Understanding the CROWN Act

In 2019, the Dignity for All Students Act, or DASA, was amended by the CROWN Act to add the definition of race that includes traits such as hair texture and protective hairstyles such as locs, braids, and twists in order to protect students' access to their public education regardless of how they choose to wear/style their hair. The CROWN Act, which stands for Creating a Respectful and Open World for Natural Hair, prohibits racial discrimination based on hair texture and protective hairstyles. While DASA already protects the right of all students to learn in schools free of discrimination, harassment, and bullying, it is now clarified that those rights include self-expression through hairstyle.

Codes of conduct and dress codes may inadvertently cause or contribute to the exclusion of students from school activities based on natural hair texture and protective hairstyles. The CROWN Act presents both the opportunity and **the responsibility for schools to review and revise district dress code policies to eliminate and explicitly prohibit policing of hair styles and texture and to create universal policies that are youth-driven and inclusive of different cultures and traditions.**

New York Culturally Responsive-Sustaining Education Framework

Slide 4

Break-out Rooms

In round robin style:

1. Why do you think this was important for SED to add to DASA?

2. What are ways you can educate your building on the crown act?