

**Equity & Inclusion
Steering Committee**

**Needs Assessment
Recommendations**

Focus Area 1: Create a Welcoming & Affirming Environment

NEED:

Welcoming environments reflected in our schools and district buildings: Ensure that school and district buildings are welcoming and affirming physical environments to the diverse students, families, and staff who make up our community

RECOMMENDATION:

Assess the physical environment of all district buildings and classrooms to determine whether diverse cultures, languages, and backgrounds are reflected and valued

WHAT IT MIGHT LOOK LIKE:

- Conduct walkthroughs to determine areas of buildings where celebrating our diverse community can be made more evident
- Utilize teams to make recommendations to ensure our environments reflect all cultural identities and languages (race, ethnicity, sexual orientation, disability, religion, etc.).
- Ensure that classrooms have signage, language, and visuals reflecting our diverse families and cultures
- Discuss measures of school climate and obtain student and parent feedback about progress in this area
- Broadly publicize opportunities for parents from diverse backgrounds to participate on district committees

Focus Area 1: Create a Welcoming & Affirming Environment

NEED:

Inclusion of student voices from our diverse community: Ensure student voice and input in decision-making and recognize the cultural backgrounds, insights, and strengths of our diverse student population

RECOMMENDATION:

Empower and amplify student voices in decision-making and planning through multiple opportunities in order to build an inclusive, respectful school environment that acknowledges and appreciates the diversity of our community

WHAT IT MIGHT LOOK LIKE:

- Schedule conference days for staff and students to plan and participate in Day of sharing, Day of caring, “United We Stand” Days, and other opportunities to highlight student voice and diversity
- Provide student forums (“safe spaces”) and community-building circles to amplify student voice
- Educate staff on the elements of culturally responsive teaching by using student voices to share messages with staff
- Consider building and district committees where student voice is absent and develop a plan for increasing student membership and engagement

Focus Area 1: Create a Welcoming & Affirming Environment

NEED:

Opportunities for increased diverse family engagement and collaboration: Ensure that families feel connected to our school communities and their voices are welcomed and affirmed as district partners

RECOMMENDATION:

Develop a variety of opportunities for families to connect with our district in order to ensure that our schools are welcoming and affirming places

WHAT IT MIGHT LOOK LIKE:

- Create parent forums to build relationships and obtain input
- Consider building and district committees where opportunities for increased parent voice and diversity can be leveraged
- Broadly publicize opportunities for parents from diverse backgrounds to participate in district committees, events, and volunteer opportunities
- Develop and distribute a menu of options for families at each school that may include: staff introduction videos, Bitmoji rooms, videos provided by departments or grade level teams, increased use of social media, etc.
- Provide community-building circles for parents to connect with others

Focus Area 2: Foster High Expectations and Rigorous Instruction for All

NEED:

Equitable academic enrichment and access to opportunities:

Ensure equitable access to enrichment opportunities and resources for success

RECOMMENDATION:

Increase communication to students and families regarding academic enrichment resources & address potential biases in recommendations for advanced/ honors/AP courses

WHAT IT MIGHT LOOK LIKE:

- Consider conducting equity audits to identify disproportionate achievement outcomes on state tests, graduation and student dropout rates, AP and Honors Courses enrollment, etc. and identify ways to mitigate inequities in identified areas
- Provide a range of engagement approaches for courses
- Encourage students' academic interests early on through expanded career exploration opportunities at the elementary level
- Develop culturally responsive and engaging family communication specific to academic enrichment opportunities for all students
- Consider opportunities for students to have flexibility with work and family time, respecting cultural practices while continuing to have high expectations

Focus Area 2: Foster High Expectations and Rigorous Instruction for All

NEED: **Academic rigor embedded throughout the school day:** Ensure instructional rigor throughout all K-12 classes

RECOMMENDATION: Use school-based teams and parent partnerships to explore ways to ensure instructional rigor at all grade levels and classes

WHAT IT MIGHT LOOK LIKE:

- Consider a range of instructional strategies to increase rigor and embed effective culturally responsive teaching practices
- Explore ways to support students in becoming independent and critical thinkers
- Provide ongoing opportunities for students to apply learning to real-world situations and contexts
- Consider opportunities to partner with experts in various career fields for students to engage in learning from community partners
- Consider ways to encourage students to take academic risks in safe and supportive learning environments
- Explore grants to provide students with additional rigorous opportunities
- Discuss the importance of high expectations in social-emotional learning areas as well as areas of achievement

Focus Area 2: Foster High Expectations and Rigorous Instruction for All

NEED:

Engagement of all students in the learning process: Ensure full student engagement from all students from diverse backgrounds in all classes

RECOMMENDATION:

Provide ongoing and creative student engagement strategies to ensure a range of strategies to engage a diverse student population

WHAT IT MIGHT LOOK LIKE:

- Utilize teams to explore ways to adapt teaching strategies to promote increased student engagement and collaboration
- Support students in identifying their learning style, individual strengths, and needs
- Review discipline data and ways to address disproportionate student discipline and its impact on engagement and student success
- Consider ways to support growth mindsets in students (learning from mistakes)
- Brainstorm ways to increase student engagement for students with a range of backgrounds including those with social-emotional, medical, or mental health challenges
- Explore ways to ensure that students from various backgrounds hold leadership positions within the district
- Consider barriers to student engagement and ways to remove those barriers

Focus Area 3: Identify & Ensure Inclusive Curriculum & Assessment Practices

NEED:

Culturally relevant and inclusive curriculum: Ensure curriculum includes racially, culturally, and linguistically diverse perspectives and inclusion of current local and national events

RECOMMENDATION:

Develop teams including a range of stakeholders (teachers, parents, students, community members, administrators) to review curricular components and identify areas of cultural relevance and where gaps exist

WHAT IT MIGHT LOOK LIKE:

- Consider ways to increase proficiency in culturally responsive instructional strategies that eradicate bias and adapt to diverse student needs
- Develop a framework and guiding principles for discussing current events using restorative practices/community-building circles
- Discuss ways to ensure representation of all of our diverse students in texts
- Identify a process to contribute to and access a bank of resources for discussion of current events within the curriculum
- Consider student surveys to engage student voice on diverse curriculum and instruction strategies

Focus Area 3: Identify & Ensure Inclusive Curriculum & Assessment Practices

NEED:

Social-emotional learning embedded into instruction: Ensure that social-emotional learning (SEL) is embedded into the school day and aligned with equity, inclusion, and diversity topics

RECOMMENDATION:

Evaluate the alignment between social-emotional learning and practices promoting equity, and consider the ways to ensure the development of SEL competencies among both staff and students at all grade levels

WHAT IT MIGHT LOOK LIKE:

- Utilize SEL Leadership teams in each building to ensure alignment of SEL and equitable practices
- Consider ways to expand SEL throughout the school day
- Offer additional opportunities for staff to learn about SEL strategies
- Utilize student leaders to support the building of relationships/connections at the 7-12 level (“Link Crews,” Community-Building Circle facilitators, etc.)
- Expand the use of community-building circles focused on SEL competencies
- Embed concepts from CASEL’s (Collaborative for Academic, Social, and Emotional Learning) focus on transformative SEL and equity

Focus Area 3: Identify & Ensure Inclusive Curriculum & Assessment Practices

NEED:

Inclusive Assessment Practices: Ensure multiple equitable ways of assessing in-classroom learning including a range of modalities and opportunities

RECOMMENDATION:

Develop a process for school or district teams to determine multiple assessment methods and opportunities that will allow students to demonstrate knowledge and growth over time

WHAT IT MIGHT LOOK LIKE:

- Consider ways to align academic and social-emotional assessment practices with diverse student learning styles and needs
- Revisit district-wide retesting policies to ensure consistency of implementation and respect for diverse student backgrounds
- Utilize multiple modalities to allow students to demonstrate proficiency of standards
- Ensure collaboration between the office of instruction and building teams on developing and implementing an equitable assessment plan

Focus Area 4: Engage in Ongoing Professional Learning & Support

NEED:

Common professional learning opportunities for our district community: Enhance staff awareness and critical thinking about how to recognize and address inequities, and develop staff agency and advocacy skills related to social justice issues

RECOMMENDATION:

Develop a timeline of professional learning topics to cover at each school building and department within each school year

WHAT IT MIGHT LOOK LIKE:

- Map out topics to be covered related to the district priority of equity and inclusion (implicit bias, culturally responsive education, diversity, systemic inequities, etc.) and a suggested timeline to ensure consistent implementation
- Consider developing a committee of stakeholders to develop a plan of essential topics to be covered and suggestions for PD opportunities (faculty meetings, community-building circles, etc.)
- Embed the NYS Culturally Responsive-Sustaining (CR-S) Framework in professional development opportunities to raise awareness and implementation
- Expand google platform online opportunities for self-directed learning
- Develop additional R-H “Equity Journeys” to support learning

Focus Area 4: Engage in Ongoing Professional Learning & Support

NEED:

Family engagement/partnerships with parents in learning together as a community: Promote learning in parents and families around culturally responsive education, and continue to build collaboration between the district and the community regarding equitable and inclusive practices

RECOMMENDATION:

Provide learning opportunities for district families and community members that are aligned with professional development being provided to district staff in the areas of equity and inclusion

WHAT IT MIGHT LOOK LIKE:

- Consider forming a committee of district staff along with community and family stakeholders to develop and implement a three-year plan for professional learning aligned with the district's Equity and Inclusion priority
- Embed topics from district meetings into family professional learning opportunities (understanding implicit bias, strategies to move along the cultural competence continuum, etc.)
- Explore ways to engage families and the community through strategies identified in the NYS CR-S Framework
- Offer community-building circles to parents focused on equity and inclusion

Focus Area 4: Engage in Ongoing Professional Learning & Support

NEED:

Opportunities for strong culturally responsive practices to be shared: Ensure opportunities for teachers to share effective culturally responsive teaching practices with colleagues and the broader district community in order to replicate these practices throughout the district

RECOMMENDATION:

Use data and input to identify teachers using effective culturally responsive teaching practices and racial literacy skills, and determine ways in which these practices can be shared with colleagues

WHAT IT MIGHT LOOK LIKE:

- Consider opportunities for peer coaching and collaboration
- Have teachers present at faculty meetings/district PD
- Develop videos of teachers engaging in effective teaching practices to post on google platform as part of a learning series
- Conduct feedback surveys/community-building circles with students on the topic of ways to further support the creation of culturally responsive classrooms
- Develop a resource platform for teachers to share effective practices
- Provide additional opportunities for staff book study groups to explore and share effective culturally responsive practices