

Diversity, Equity, Belonging and Inclusion in the Medway Public Schools

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AGENDA

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Framing the Conversation

- Beginning the Work
- Cultural Proficiency -development
 - Community
 - Diversity Equity Inclusion
 - Training
- Culturally Responsive Teaching and Learning
- Questions

Anchoring the Work

Equity and Empowerment

4 Interrelated Issues and Perspectives

(loosely adapted from a 9/14/20 article in the Tennessean by Richard Milner, professor and Cornelius Vanderbilt Chair at Vanderbilt University).

Meritocracy is a reality for some, and a *Myth* for others;

Systems perpetuate, that's what they are meant to do, individual actions rarely impact systems;

Color-blindness, ability-blindness, or any kind of blindness contributes to injustice; and

Neutrality is SILENCE.



Beginning the Work

“Urgency without skill, results in well-intentioned people who do harm”

-Dr. Danisa Amante-Jackson, 2020



Timeline of Events 2010 – 2020

2010 Needs Identification

- Inclusive classrooms for SWD in Medway Public
- Schools were minimal, and in some cases non-existent.

2011-2014 Structural Redesign

- Student IEPs were rewritten so that inclusive practices (Co-Teaching, paraprofessional support, -RSP and SpEd support in the classroom) were evident (FAPE/LRE).

2015-2016 Program Development

- Formation of new in-district programs to support students, in district, who struggle socially and emotionally.

2016-2017 Inclusive Focus

- Parent Forum
- IDEAS selected to work with staff
- Staff Survey
- Parent yearly survey

Disability
Focus

SEL
Focus

Inclusive
Focus



Timeline of Events 2010 – 2020

2017- current District Response/Planning

- Partnership for staff PD with IDEAS
- World of Difference work with student organizations

- **HS:** 20 students/ year participate in the training, for a total of 60 students. Last year the students were not able to implement their work in the advisory periods due to the pandemic. However, in the 2 years previous, students would use the advisory periods to run 20 minute programs for other students based on their training. They typically run 2 programs for all advisories.
- **MS:** Similar to the above, 30 students trained, programs were delivered in the 6th grade for 1 year.

- School-based Cultural Proficiency Presentations x4
- 2 day District Leadership Team Workshop with IDEAS
- 3 administrators take the *Leading for Equity* course
- Year long *Difficult Conversations* focus for the District Leadership Team

2019-2024 Strategic Planning

Core Values Articulated and anchoring our work

2017 Staff Survey Results

Key Takeaways:

-  Students and adults get along well
-  Adults felt that students had a sense of belonging in the school, and a trusted adult upon whom to lean.
-  39% of those surveyed felt students interacted with primarily students of the same race. 24% were neutral.
-  16% of those surveyed felt conflicts across difference were common in their school. 34% were neutral. Conflicts across Learning disability, perceived intelligence, race, SES, ethnicity, gender/gender identity and body size were the most reported.
-  30% had seen property defaced by graffiti, 80% were upset by the defacement.
-  39% had heard disparaging remarks about learning disability, 30% had heard disparaging remarks about race, 29% had heard disparaging remarks about intelligence, and 26% had heard disparaging remarks about gender/gender identity

2017 Staff Survey Results

Key Takeaways:

-  42% of adults indicated that knowledge of students' home culture was lacking
-  42% of adults agreed that school personnel tend to minimize differences
-  44% of teachers felt that the school did not routinely evaluate teaching materials for bias. 43% were neutral.
-  34% of Adults felt that district standards and curriculum reflected embedded culturally relevant lessons, while most were neutral (44%).
-  54% of respondents were neutral as to whether district administrators held faculty and staff accountable for inequitable actions or practices.
-  37% of respondents had not participated in diversity training, and 18% were neutral.

Cultural Proficiency

Professional Development

IDEAS 2

Specialized Projects-Big Questions

- Elementary Level:
 - Do students feel represented by books on the school? Educators inventoried the library, and discussed with students their perceptions.
 - The preliminary finding was that students don't have a clear idea of what race is, and anchor/mentor texts should mirror the students. Next steps include inventorying classroom libraries.
 - The McGovern School wrote a grant to secure funding for quality leveled texts with diverse characters

- Middle School:
 - To what extent do the narratives embedded in the PLTW curriculum reflect our students?
 - The educator incorporated diverse (female/engineers of color) narratives in the curriculum because females and students of color are more likely to consider a career as an engineer when personally connected (mirrored) in the curriculum.

IDEAS 2

Specialized Projects-Big Questions

- Middle School:
 - Do the grades 5-8 anchor texts represent our students?
 - Inventoried the literature in grades 5-8; surveyed 8th graders regarding the representation they see in the literature they've read throughout their time at MMS.; Grades 6-8 incorporated this as part of their conversations during the 6-12 Curriculum Review Process. Grade 5 has started to diversify its memoir and non-fiction unit, but has paused with buying texts until K-5 undergoes its own curriculum review process.

IDEAS 2

Specialized Projects-Big Questions

- Middle School:
 - Is there disproportionality in referrals for behavior as seen in the behavioral data being collected by the PBIS system?
 - Assistant Principal work with Dr. Sherman to operationally define behavioral categories, relative severity and consequences assigned across the district, started at last year's leadership retreat.
 - Yearlong investigation of behavioral events type: (Disorderly Conduct (Disruptive Behavior), Violation of school rules (disobeying school policy), Physical altercation, minor (pushing, shoving), Insubordination (Disobedience)
 - Yearlong analysis of location of events (above), such as hallway, classroom, lunch/recess, stairs, athletic field, etc.
 - Data provided to PLCs to discuss addressing behavior and plan to begin to disaggregate according to subclass.

IDEAS 2

Specialized Projects-Big Questions

- Middle School:
 - How do students know/access the teachers with advanced training that can support student uniqueness in a culturally sensitive way allowing them to be seen, felt, heard and celebrated?
 - Investigated kinds of hurtful language that kids engage in and hear throughout the day. Our research showed that students hear racist, misogynistic, and anti-semitic comments on a regular basis. Developed "Ally Stickers" and founders of Diversity Group as a beginning to formalizing supports for students and teachers.

No matter your...

CUSTOMS
ABILITIES
GENDER
SELF WORTH
RACE
IDENTITY

...you matter.

EQUITY and EMPOWERMENT:

A Medway Core Value

Culturally Responsive Professional Development

Since 2018:

- IDEAS 1: 34 (13%) educators and administrators have taken part in the course work
- IDEAS 2: 11 (4.2%) educators have taken part in the course work (25 hours over the course of 1 year), 11 educators attend the IDEAS2 course.
- Specialized Workshops: 27 (10.4%) educators and administrators attended 1, 2, & 3 day workshops and conferences focused on discrete cultural issues in education
- In-house Staff Training: 31 (~80%) of front facing staff trained in a 1-day Aspects of Identity/Unconscious Bias workshop
- In-house Contracted Staff Training: 100% of bus driver and cafeteria employees trained in Overview of Unconscious Bias
- New Educator Induction program
- *“I am Medway” and “Through Their Eyes”*: Opportunities for faculty and staff to hear through the experiences of students and colleagues, the impact of our core values on their lives.

Diversity, Equity, *Belonging*, & Inclusion



District Wide DEI Engagement

- How do district personnel continue this work by actively searching for the next 25% of practitioners to shift our culture?
- How do district personnel provide reachout and support to other educators interested in this work?
- How do district personnel partner with students so that their perceptions and felt experiences are folded into this work?
- How does district administration support the shift from optional to required learning for all staff?

Culturally Responsive Teaching & Learning

2015-2017 Grade K-12 History/Social Sciences Curriculum Review Process

- Vision Adoption (*see appendix*)
- Commitment to adopt the guiding principles of the 2018 MA Frameworks for History/Social Sciences (*principle 2 highlighted below; remaining in appendix*)
 - incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.
- Adoption of the *One Community, One Nation*, a cross district curricular framework (*Grades K-5 in progress; detailed in Appendix*)



History/Social Sciences

Next Steps

Organizing Framework for Sustainable Improvement

- Exploration of a District Equity Evaluation
 - Conduct District Staff Survey (conducted annually)
 - Conduct District Parent Survey (conducted annually)
 - Identify metrics to measure, and track progress
 - Establish a 5-7 year plan for improvement
- Coordinate District/Community partnerships
- Continued assessment, integration and development of curricula

Questions?

Thank you!

Appendix

MPS History/Social Sciences Vision Statement

History is ongoing and dynamic. Our students must be active, informed, and effective citizens and consumers of information, both about the past and the present. Recognizing points of view including bias, demonstrating respect and appreciation for differences, valuing diverse perspectives through the lens of historical context, and uncovering motivations behind different beliefs drive our learning. Students are empowered to take risks, ask questions, and are expected to think critically. Above all, our students, individually and collaboratively, embrace their responsibility to **live locally, think globally, and act ethically.**

2018 MA History/SS Frameworks Guiding Principles

1. An effective history and social science education teaches students about the legacy of democratic government.
2. An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.
3. Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.
4. An effective history and social science education teaches students to think historically.
5. An effective history and social science education integrates knowledge from many fields of study.
6. An effective history and social science education builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.
7. An effective history and social science education improves reading comprehension by increasing students' content knowledge.
8. An effective history and social science education incorporates the study of current events and news/media literacy.
9. An effective history and social science education teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.
10. An effective history and social science education develops social and emotional skills.

Goals of One Community, One Nation Curricular Framework

- Teach young people that they can make a positive difference in the world around them and empower them to be effective, participatory citizens who enter the world with an ethic of care and service and ability for thoughtful questioning and investigation.
- Teach students the value of inclusive community, how to honor and affirm cultural diversity, convey the contributions of their culture, as well as develop the knowledge, skills and convictions to overcome one's personal circumstances and become a responsible and contributing member of our democratic society.

Core Design Elements of OCON

- Inquiry-based
- Experiential learning
- Content literacy through reading and writing
- Critical thinkers related to treatment of others (injustices and striving for justice)
- Democratic classroom practices
- Social Emotional Learning
- Cultural Competencies/Culturally Responsive Pedagogy
- Service-Learning and civic advocacy

Community and Culture: Grades K-2



Grade	Essential Question	Guiding Questions
Kindergarten: Our Community	How do people with different backgrounds and skills live and work together in my community?	Who am I? What is a community? How does our community work together to make life better for all?
Grade 1: Our Community, Our Nation	How do people with different backgrounds and skills live and work together in my Community and Nation?	Who are we? What is our nation? Who are the people in our nation? What are my responsibilities to my nation? How does our nation work together to make life better for all?
Grade 2: Our Community, Our World	How does diversity benefit a community and state and contribute to the common good?	Who are the people who make up our community and state today? How are the beliefs, customs and traditions of other parts of the world reflected in our community and state today?

Community & Responsibility: Grade 3



Grade	Essential Question:	Guiding Questions
Grade 3: Our Community, Our State, Our Responsibilities	How do individuals and organizations make a difference in our community and our state?	What are my responsibilities to address needs, resolve differences and provide services to make a difference in and promote the common good of my community?

Building A Just Democracy: Community & Membership in the US, Grades 4 & 5



Grade 4: Defining Rights in America

**Grade 5: Enhancing Justice and Expanding
Membership for All: Rights, Responsibilities and
Participation**

What has enabled people in the United States to expand civil and human rights in order to work toward a more just democracy and a more inclusive community?

Resources

[Culturally Responsive ScoreCard](#)