

Port Diversity, Equity and Inclusion Update



Metropolitan Center for Research on Equity and the Transformation of Schools

June 22, 2021



NYU | STEINHARDT

Board Goals 2020-21

- Ensure the safety and physical health of our students and staff as we reopen our school buildings and ensure that we maintain a quality educational program through all changing circumstances.
- Help facilitate the social and emotional health of all students and staff during the entire school year in response to the needs created by the COVID-19 pandemic.
- Strengthen communication with all stakeholders.
- Re-evaluate our budget needs in response to pandemic expenses.
- Develop a long term budget plan to support our district vision, mission and 5 year strategic plan as well as determine funding sources for major capital improvements.
- *Encourage a learning environment and curriculum that will work to close the achievement/opportunity gap by giving equal access and erase inequities for all students.*
- *Develop hiring policies that encourage recruitment from a variety of resources that insures we have a highly qualified and diverse staff.*



Superintendent Goals 2020-21

- Create a new Vision, Mission and Core Values for the District
- Multimedia Integration
- **Develop and create a Diversity, Equity and Inclusion Task Force**
- Increase communications and interactions with board trustees and school community



NYSED- Culturally Responsive-Sustaining Education Framework

- **In January 2018, the New York State Board of Regents directed the Office of P-12 Education and Higher Education to convene a panel of experts, engage with stakeholders, and develop from the ground up a framework for culturally responsive-sustaining education.** The New York University Metropolitan Center for Research on Equity and the Transformation of Schools drafted a robust guidance document that served as a springboard for this initiative.
- The New York State Education Department presented this guidance document to students, teachers, parents, school and district leaders, higher education faculty, community advocates, and policymakers. The guidelines in this document represent the collective insight of this work.



NYSED- Culturally Responsive-Sustaining Education Framework

- **The Culturally Responsive-Sustaining (CR-S) Education Framework** is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.
- The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate supports and services to promote positive student outcomes.



Who NYU Metro is...

Innovations in Equity and Systemic Change at the Metropolitan Center for Research on Equity and the Transformation of School at the Steinhardt School of Culture, Education and Human Development at New York University provides **professional development, technical assistance, and consultancy to educational institutions in general and special education focusing on advancing equity.**



District Root Cause Team

Facilitated by New York University- Dr. Maria Hernandez and Mr. Reed Swier

Dr. Maria Hernandez- University of Wisconsin-Madison

Mr. Reed Swier- Harvard University Graduate School of Education

The team consisted of 35 Lead Learners that include:

- Dr. Shields and Dr. Hynes
- 3 BOE trustees
- 5 administrators
- 7 teachers
- 5 staff members
- 8 community members
- 5 students



Our Objectives

- Develop a common understanding of disproportionality.
- Develop an understanding of the causes and solutions related to disproportionality.
- Discuss the root cause process and how it will be implemented in our district.



Disproportionality Defined

- Disproportionality is ...
- The over-representation of a specific group in special education programs or disciplinary outcomes relative to the presence of this group in the overall student population, and/or
- The under-representation of a specific group in accessing intervention services, resources, programs, rigorous curriculum and instruction relative to the presence of this group in the overall student population.

SOURCE: U.S. Department of Education



What We Did from February-June

- Read and discussed *White Fragility* and *How to Be an Antiracist*
- Read and discussed over 10 articles and research papers
- Broke out into groups in every meeting and unpacked the *New York State CRE Framework*
link: <http://www.nysed.gov/curriculum-instruction/culturally-responsive-sustaining-education-framework>
- Teams unpacked and discussed building and District academic data
- Teams unpacked and discussed building and District behavior data
- Teams unpacked and discussed building and District Codes of Conduct
- Teams unpacked and discussed building and District referral forms and suspensions
- Teams unpacked and discussed the District perception survey- *quantitative and qualitative data*
- Discussed and developed “root causes” to assist in developing a 5 year plan



Next Steps

- NYU Metro will provide the Superintendent and the Board of Education with a report of their findings in August/September and a plan to adopt and implement in the District's upcoming 5 year strategic plan.

