Inclusivity in Pittsford Schools
Superintendent Michael Pero

“Everyone is welcome here. Everyone belongs.”
Diversity + Inclusion = Inclusivity

Diversity

- Diversity means all the ways we differ. Anything that makes us unique is part of this definition of diversity.

Inclusion

- Inclusion means bringing together; making someone a part of something bigger and embracing diversity in a beneficial way.

Inclusivity

- Inclusivity is taking diversity and inclusion and turning this into action by creating a school environment of engagement, respect and connection — where ideas, backgrounds and perspectives are tied together in a caring environment.
Continuously Improving

- Acknowledge that we enter this work with:
  - varying degrees of knowledge and comfort
  - differing views about approach, pacing and outcomes
- Commitment to implementing proven, best practices over time
- Identify strengths/weakness to make changes – data driven
- Commitment to listening to student, parent, staff voices
- Commitment to building on our strengths to cause change
Anything that makes us unique is part of this definition of diversity.
Approach
Board of Education and School District

Mission

The Pittsford Central School District community works collaboratively to inspire and prepare our students to be their best, do their best and make a difference in the lives of others.
Approach
Board of Education and School District

Vision

Pittsford Central School District will be the leader in realizing the promise of public education. We will design a transformational partnership among students, families, professionals, and community, based upon a new definition of success for all:

Our students will navigate a journey of self-discovery, leading them to overcome obstacles, pursue balance and wellness, and personalize their education. They will recognize challenges as opportunities for learning and accomplishment. They will have the skills and competence necessary to understand and thrive in a diverse, global society. During and after their time with us, they will be independent, healthy, resilient, and compassionate contributors to our community and beyond.
CORE VALUES

- Student – Centered
- Supportive environment for all
- Collaborative
- Progressive
- Continuous Improvement
Part of the Approach
Consistent with previous collaborations

- Religious Observance Advisory Committee (ROAC)
- Building on past experiences
- Model of inclusion, diversity and equity
Approach
Board of Education and District Planning Team

- Exploring Inclusivity Advisory Committee
- Committee Charter:
  - *Inclusivity Advisory Committee provides guidance to the Superintendent of Schools regarding systems, structures, policies, regulations and experiences that will lead to an environment of enhanced school/community engagement, respect and connection — where diverse ideas, backgrounds and perspectives are tied together in a caring environment.*
Guidance

• Board of Education policy, regulations, procedures
• Professional development, recruitment and retention
• Community Education and Outreach
• Curricular, Instructional and Extracurricular practices
• Analysis of multiple types of data from varied stakeholders
• Review of trends and best practices
Prospective Membership - DRAFT

- PDAA = 3 members
- PDTA = 3 members
- PTSA = 3 members, plus a parent of a student participating in the Urban Suburban program
- Urban Suburban parent = 1 member
- COT = 2 members

- Various recognized experts in the following areas will be selected via an interview process:
  - Mental Health
  - Special Education
  - Interfaith
  - Sexual Orientation
  - Gender Equity
  - Diversity/Inclusion
Building a Framework

Inclusivity Advisory Committee (charter)

Creating a school environment of engagement, respect and connection—where ideas, backgrounds and perspectives are tied together in a caring environment

PCSD Vision

Skills and competence necessary to understand and thrive in a diverse, global society

PCSD Mission

PCSD community works collaboratively to inspire and prepare our students to be their best, do their best and make a difference in the lives of others

PCSD Vision

Student-Centered, Collaborative, Supportive Environment
Effective Decision-making

• Identifying strengths and weaknesses
• Multiple and various data points
• Qualitative and quantitative data collection
PCSD: Racial Diversity

Source: NYSED Enrollment Data
County: Racial Diversity

Source: NYSED Enrollment Data
## Additional Data Analysis

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Review Benchmarks</th>
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<tbody>
<tr>
<td>Gender</td>
<td>Programs</td>
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<td>Race/Ethnicity</td>
<td>Behavior / Resolution</td>
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<td>Urban Suburban Program Participants</td>
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<td>Special Education (including 504 Plans)</td>
<td>Diploma Type</td>
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<td>English Language Learners</td>
<td>College Attendance</td>
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<td>Scholarships</td>
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Federal Survey: Qualitative Data

Sample Questions/Answers

• What is your race? You may mark one or more races
• All students are treated the same, regardless of whether their parents are rich or poor
• Boys and girls are treated equally well
• This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity
• People of different cultural backgrounds, races, or ethnicities get along well at this school
• I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities
Board of Education and District-level examples

- **Recruitment** – Attend minority and Latino job fairs
- **Diversified Workforce** and Pathways 2 Teaching training
- **Website** – fully accessible
- **Enrollment Forms** – multiple language translations, and gender neutral
- **Student Opportunity Fund** through United Way
- **Jewish Federation** – visits to Israel / school connection
- **Standing Together Against Hate**: anti-Semitism, bigotry and intolerance
- **Jewish Council** connections
- **Nazareth College**: Interfaith Engagement & Inclusivity in our Schools
- **YWCA**: Person 2 Person
National Summit for Educational Equity
April 2018

- Eliminating Barriers through Culturally Responsive Teaching
- Ensuring Equity in Project-Based Learning
- “Micromessaging to Reach and Teach Every Student”™
- Inspiring Courage to Excel through Self-Efficacy
- Realizing Potential with Mindset
- Explore Non-traditional Careers
- For all Levels of Program
Melanie Ward
Asst. Superintendent for Instruction
Professional Development

- Participants
- Training Offerings
Staff Member Training

- Administrators
- Teachers, paraprofessionals
- Lunch and recess monitors
- Bus drivers
- Expanding to office personnel
Participants by Training Category
July 2015 – Now

- Mental Health: 547
- Wellness: 698
- Diversity and Inclusion: 728
“LGBTQ Inclusivity” Training
by OutAlliance®

- Admin & Board of Ed:
  - Trained: 96%
  - Not yet trained: 4%

- Teachers:
  - Trained: 62%
  - Not yet trained: 38%

- Paraprofessionals:
  - Trained: 100%
  - Not yet trained: 0%
“Understanding Poverty” Training

Teachers
- 63% % trained
- 37% % not trained

Paraprofessionals
- 51% % trained
- 49% % not trained
“Hidden Biases” Training

Teachers

- 89% trained
- 11% not trained

Paraprofessionals

- 75% trained
- 25% not trained
Lunch and Recess Monitors

- Training every September and ongoing throughout the year with Principal
- Focus on SEL Core Principles using building specific language
  - Thornell Road Way, ACES
- Compacts and rubrics
- Administrator presence on playgrounds – modeling expectations
- Buddy benches, lunch buddies
Bus Drivers and Attendants

- New Driver Training
  - 3-hour pre-service that includes Bullying presentation
  - State Mandated 30 hour training that includes Bullying and Special Needs training
- New Attendants
  - 3-hour pre-service training
  - 10-hour Basic class
  - Focuses on Special Needs
- SCIP Training
  - Attendants and Special Needs drivers
- Annual Refresher
  - State mandates Special Needs training
Curriculum and Instruction

- Course Offerings
- Curriculum, Resources, Instruction
- Building-based Initiatives
Course Offerings - Sampling

- Comparative Religions
- Contemporary Issues
- Minority Issues
- Health
- Film as Literature
- Mass Media and Society
Curriculum Mission

The mission of our curriculum is to engage all learners in authentic, rigorous learning experiences so that upon graduation students will be able to independently use their learning to achieve their goals and become contributing members of a global society.
Essential Questions throughout our Curriculum

- Why is it important to look at art from different time periods, places and cultures?
- How do I know what to believe?
- How do culture and literature shape each other?
- How does music reflect as well as shape history, culture, and society?
- Can an individual make a difference?
- Is one’s perspective always right?
- How does where one lives affect how one lives?
- How are people more alike or different?
- What does it take to become a global citizen?
Resources

• **K-12 ELA Review**
  - Gaps identified
  - Awareness heightened
  - Introduction of new resources

• **K-12 Library**
  - HS LibGuide – LGBTQ resources
  - Cultural Competencies in Literature and Life Collegial Circle

• **K-12 Social Studies**
  - Primary Source documents
Instruction

• **Supplemental materials**
  
  • How are our instructional and non-instructional materials reflective of our inclusive school community?

• **Examples from Social Studies classes**
  
  • Primary source documents from slaves, abolitionists, women suffragists, Native Americans, immigrants
  
  • Perspective taking – Analyzing sources from those who were colonized; *30 Days: Living as a Muslim*

• **Examples from high school English**
  
  • Study of African-American and Caribbean poets
  
  • Harlem Renaissance and the Jazz Age as a lead-up to literary modernism
  
  • Unit on post-modernism to include viewing and writing about the work of African-American painter, Romare Bearden
  
  • The Narrative of the Life of Frederick Douglass
Building-based Initiatives

- Principal’s Book of the Month/All School Reads
  - Focus on empathy, inclusivity, diversity
- Responsive Classroom – class meetings
- Classroom Compacts
- Social Thinking
“He had a dream. We are the dream.”
Dr. Patricia Vaughan-Brogan

Director of Student Services
School Safety in the Educational Climate (SSEC)

• Data collection processes for DASA and VADIR have combined into SSEC

• Two major themes *promote* and *measure* school climate

• Focus on *SEL* to learn essential skills that affect every area of student lives
SSEC

• Not punitive
• Reflective of the school climate
• Prevention and intervention
Prevention: Dignity Act Coordinator in every school

Reporting Forms
www.pittsfordschools.org

- Student Services page:
  - “Dignity Act for All Students”

- School pages:
  - “Parents/Students”
Intervention: reporting

Incident Reported or Complaint Received

INVESTIGATION
Document steps of investigation and interviews

Complete Individual Incident Report
(retain at site of incident)

Not a reportable incident
Unfounded
(retain notes)

Report on SSEC
Intervention: nine categories

- Homicide
- Sex offenses
- Assault with physical Injury
- Weapon possession
- Material incidents (harassment, bullying, discrimination)
- Bomb threat
- False alarm
- Use, possession, sale of drugs
- Use, possession, sale of alcohol
Not-punitive: going forward

Plan for change
- Restorative practices
- Positive intervention supports

Provide support to students and parents involved
- Counseling
- Conflict resolution
- Mediation

Take actions to improve school climate
- Behavioral intervention contract
- Teach dignity and respect

Develop/refine school policy
- Review and revise regularly
Prevention: parents can help

• Talk to your children
• Make your home a “bully-free” zone
• Model positive ways of negotiating social relationships
• Model appropriate use of internet and social media
• Think about how you talk about others
• Look for emotional or behavior changes
• Partner with your schools
School Climate: touchstones

**Spirited**
**Together**
**Respectful**
**Original**
**Nurturing**
**Genuine**

Be **VIKING STRONG**

**Being our best selves...**
**ACE**
- Accepting
- Cooperative
- Empathetic
- Supportive

...doing our best work!
School Climate: mindfulness

Your body is present. Is your mind?

Past  Present  Future
Being the Change

- Roc2Change
- RocKidsConnect
- Best Buddies
- Sources of Strength
- Gay-Straight Alliance Club
- Diversity Clubs
- English Language Learners Family Welcome Night
School Climate: responsive classrooms

- Class Meetings
- Class Compacts
- In-class Lessons
Continuous Improvement
Continuous Improvement

Systems-level Approach

- Board of Education – Vision
- District – Mission and Values
- Schools – Curriculum, extra-curricular activities
- Classrooms – Instruction

Utilize data-driven decision-making

- Identify key issues
  - Qualitative data
  - Quantitative data

Concurrent, ongoing work

- Partnering with stakeholder groups
- Staff training - expanding
- Develop Inclusivity Advisory Committee through District Planning Team
- SSEC (DASA and VADIR)
Thank you!

Discussion