

Franklin Public Schools

Diversity, Equity, & Inclusion Presentation



District Strategic Initiatives



1. Social-Emotional Well-being of Students and Staff

- Tiered system for SEL screening, monitoring, and sharing progress
- Tiered systems tracking, responding, and communicating behavior

2. Engaging and Rigorous Curriculum

- Guaranteed and viable curriculum with high-quality materials
- Multi-phase PreK-12 Literacy Assessment

3. High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

- Tiered system for Academic screening, monitoring, and sharing progress
- Universally designed systems for learning to provide consistent Tier 1 instruction

4. Effective Two-Way Communication to Support Student Learning

- Enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

5. Diversity Equity & Inclusion

- Develop Equity Action Plan

Objectives



1. Defining DEI
2. Equity & Belonging at FPS
3. Timeline
4. Public Consulting Group -Equity Audit Overview
5. Findings, Strengths & Recommendations
6. Progress to Date & Future Actions
7. Equity Action Plan Overview

Timeline



Spring 2022

- Equity Audit with Public Consulting Group (PCG)

Summer/Fall 2022

- District Consultation and Support Coaching for DEI Director

Fall 2022

- Finalized Report and Presentation

Fall 2022-Spring 2023 (Year Zero)

- Community Conversations and Engagement Opportunities-November 19, 2022
- Equity Action Plan Development (this is part of the DEI Committee work group)

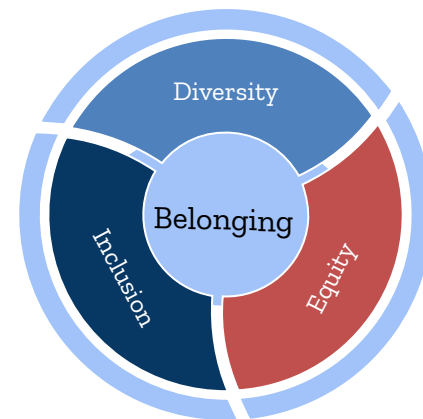


Diversity, Equity & Inclusion

Diversity is a reflection of the uniqueness of an individual's identity, thoughts, ideas, perspectives, and values, and the fluidity through which each may evolve. Some examples include, but are not limited to, a person's race, ethnicity, gender identity or expression, sexual orientation, socioeconomic status, age, religious beliefs, culture, national origin, disability and cognitive styles.

Equity is achieved when an individual receives the opportunities, resources and supports they need to access to attain the attributes of Franklin's *Portrait of a Graduate*.

Inclusion is consistently ensuring that individuals belong in the school community by authentically seeking out, valuing, and respecting their input particularly regarding decisions that affect theirs and others' lives.



Franklin Public Schools

Portrait of a Graduate



If students are...

- **Confident and Self-Aware Individuals**
- **Empathetic and Productive Citizens**
- **Curious and Creative Thinkers**
- **Effective Communicator and Collaborators**
- **Reflective and Innovative Problem-Solvers**

Then...students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people and be courageous enough to stand when they or someone else has been hurt or wronged by bias.

Equality



Equity



Franklin's Equity Statement



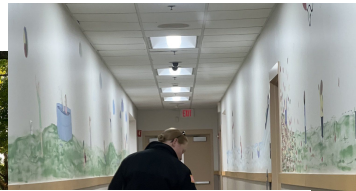
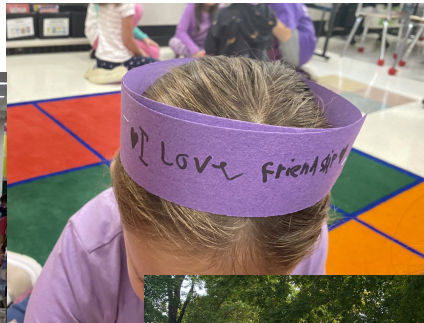
Franklin Public Schools is committed, through its educational mission, to building an anti-biased and socially-just school system. Members of our school community commit to the process of listening, learning, acting, and reflecting in order to:

- 1. affirm the diversity among community members;**
- 2. promote equity and accountability by providing resources and opportunities and reducing barriers to success;**
- 3. foster a safe and inclusive school environment so that each student and staff member truly belongs and is empowered to participate in decision-making.**

As a system and as individuals, we are responsible for proactively taking steps to prevent bias; similarly we are responsible for illuminating and addressing bias and discrimination when incidents occur.

-FPS DEI Committee, 2021

Our Why



Belonging and Identity



Belonging is the ongoing culture created to have all people feel welcome. Cultivating belonging deepens how we understand and support each other. It is manifested in the relationships, in conversations, physical space and written word.



Public Consulting Group

Amanda Sicari-Prescott



FPS Diversity, Equity, and Inclusion Plan

Strategic Objective #5: Affirm Diversity, Equity, and Inclusion for All Students

Franklin Public Schools is committed, through its educational mission, to building an anti-biased and socially-just school system. Members of our school community commit to the process of listening, learning, acting, and reflecting

Over the course of the 2022-23 school year, develop an **Equity Action Plan** (5A) that prioritizes the following recommendations:

Developing a Discipline Matrix (5A)

Engaging School Community in Awareness Initiatives/Campaigns (5C)

Leadership, Policies and Practices



Strengths	Findings	Recommendations
<ul style="list-style-type: none">● District responsive to suggestions for changes to systems for the benefits of students.● Some members of leadership have established trust with students● Unified and strong desire from the district to improve equity related work.● Effort to create safe spaces for students	<ul style="list-style-type: none">● Concerns about lack of communication regarding incidents● Reactive vs. proactive approaches● Inequitable discipline practices (popular students, athletes, etc.)● Lack of consistency for handling bullying and bias-based incidences.● Staff is unaware of how to respond to slurs or homophobic behavior	<ul style="list-style-type: none">● Creation of a district wide Discipline Matrix with stakeholder input.● Explicit equity decision-making lens● Embed equity in all district Professional Learning Committees (PLC's)● Develop a system to share accessible opportunities of individual learning on a regular basis.

Leadership, Policies and Practices



Progress to Date



Future Actions

- Bullying, Harrassment and Discrimination Policies Bullying, Civil Rights, Title IX
- Two-part Civil Rights Title IX investigator training
- Discipline Matrix (handbooks/assemblies)
- Tracking and Recording (Aspen/Panorama) Reporting
- Equity Leadership Training w/ Mirko Chardin (Equity by Design)
- Established a DEI vision
- Partnership with the Anti-Defamation League (ADL)
- Hired DEI Director to support and guide the district's work

- Continued belonging and social identity trainings
- Continue MA REDI trainings
- Continue planning with Equity by Design- Universal Design for Learning (UDL)
- Continue development of a Discipline Matrices

Curriculum, Instruction, & Professional Learning



Strengths	Findings	Recommendations
<ul style="list-style-type: none">● FPS has provided opportunities for intentional discourse in classrooms.● The district has a long-term goal of infusing a DEI lens into each unit of study.● There has been a focus on diversification of textbooks and books in libraries● Learning for Justice resources have been helpful in learning how to interrupt microaggressions and bias based behaviors	<ul style="list-style-type: none">● Lack of inclusive curriculum practices● Desire to improve and increase learning around DEI work	<ul style="list-style-type: none">● Create standard, equity based processes for curriculum development and delivery● Support educators desire to learn● Provide professional learning on foundations of equity, LGBTQIA+ inclusion, anti bullying , discipline matrix, conflict mediation● Trainings around culturally responsive leadership and teaching.

Curriculum, Instruction, & Professional Learning



Progress to Date



Future Actions

- Opening Day Keynote - Mirko Chardin (Equity by Design - Universal Design for Learning)
- Mandatory Non-Discrimination and Harrassment Training (ArxEEd)
- Belonging & Identity Professional Learning
 - a. Administrative Retreat session
 - b. New Teacher Orientation
 - c. Building Community (ECDC) & 9-12 departments
- Anti-Defamation League - Anti-bias Building Blocks (K-5) staff training
- Literacy Audit
- Learning for Justice - Speak Up At School staff professional learning

- Expand A World of Difference curriculum
- Continue Identity and Belonging across schools and other 9-12 departments
- Continue partnering with Mirko Chardin (Equity by Design - Universal Design for Learning)
- Family engagement opportunities
- Resource and tools for educators and leaders
- Training on the Foundations of Equity
- Stakeholder listening opportunities (students, staff, families)

Climate & Culture



Strengths



Findings



Recommendations

- FPS is providing space for students to understand topics of equity while shining light on the need of equity districtwide
- Students noted some positive action in schools such as ADL-World of Difference, SAGA Gender Awareness Club, etc
- Focus on supporting student wellness and allowing student self expression
- Opportunities for stakeholders voices to be heard
- Positive efforts and work of the DEI committee
- Opportunities for stakeholders to be part of educational landscape

- Bullying is perceived as a pervasive problem
- Perceived lack of action when bullying and discrimination incidents occur
- Perceived lack of support of LGBTQ+ students
- Preferential treatment of athletes and popular groups
- Mixed views of lack of trust and communication between students and staff
- Institutional barriers to family engagement
- Perceived lack of intentionality in family engagement

- More development around trust and communication
- More family engagement supports and activities
- Student, family and community learning or "training" opportunities on foundations of equity and equity focused policies and practices

Climate & Culture



Progress to Date



Future Actions

- Gender neutral language practice
- Advisory - personalized opportunities for student connection with adults and peers
 - a. Curriculum based (Second Step)
- DEI Committee
- DEI Monthly Newsletter - To Leadership
- Diversity calendar
- Community listening sessions

- Listening tour - (Ad hoc Groups - captains, Leaders, diversity groups, clubs, teams)
- Host virtual community coffee for families by schools
- New DEI Webpage
- Living Library
- DEI Committee
- Monthly DEI Newsletter - To Leadership to share information with school communities
- Development of Equity toolkit and other resources for Educators
- Back to School community welcome center services
- Parent workshops to support successful school/family partnerships
- Expand Student clubs and support groups
- Creation of a restorative practice to support students and families when bias incidents occur.

Student Outcomes & Access



Strengths	Findings	Recommendations
<ul style="list-style-type: none">● Student efforts underway:<ul style="list-style-type: none">○ Best Buddies○ Diversity Awareness Club○ Unified Sports○ ADL Peer Leaders,○ Resource/Bridges Group	<ul style="list-style-type: none">● Inequitable resource distribution● Support needed for gifted students● Inequitable access to after school and extracurricular activities● MCAS proficiency gaps for students with disabilities, EL students, economically disadvantaged students, and black, African American, Hispanic, and Latinex students	<ul style="list-style-type: none">● Expand access to extracurricular activities● Develop Equity Student Data Reports● Provide professional learning on implicit bias for school counselors and department leaders● Adopt an equity based review process for resource distribution decision making

Student Outcomes & Access



Progress to Date





Future Actions

- Reinstigated after-school transportation
- Student Advisory Program (Middle/High)
 - Second Step (bullying, harassment, discrimination and bias)
- Aligned level-based School Improvement Plans focused on MTSS and measuring/improving student outcomes

- Develop range of restorative practices to support students and families when bias incidents occur.
- Expand student clubs and support groups
- Student conversations around belonging and identity to build an inclusive peer community.
- Continuing student listening sessions

Human Resources Practices



Strengths		Findings		Recommendations
<ol style="list-style-type: none"> 1. FPS has taken several tangible steps towards communicating a district-wide equity in hiring 2. Most descriptions include equity statement 3. District provided training for administrators on equitable hiring practices 4. Established systems of recording demographic data 		<ol style="list-style-type: none"> 1. FPS has and continues to experience challenges in recruiting educators of color 2. Many stakeholders expressed a desire and need for training around equity in recruitment 3. Lack of specific diversity and equity focused language in HR postings and policies 4. There is no district wide system or protocol in place for documenting or tracking applications, interviews or other phases of the hiring process. 5. Gaps in representation between students and staff have remained consistent over the last three years 6. Desire and need for training around equity recruitment and hiring 		<ol style="list-style-type: none"> 1. Review job description to ensure all include equity statement 2. Set measurable and value-aligned goals around workforce diversity 3. Develop a system and strategies that use data to guide the work of recruitment and hiring to track demographic data from all applicants and the demographic makeup at each school. 4. Develop community building and support opportunities for BIPOC staff 5. Engage in implicit bias training for all staff involved in hiring and evaluation

Human Resources Practices



Progress to Date



Future Actions

1. Aligned level-based School Improvement Plans
2. Developed equity lens to hiring practices (application, interview protocol)

1. Rejoin the Mass Partnership for Diversity in Education (MPDE) for training and support.
2. Implicit bias training for all staff involved in hiring and evaluation
3. Build upon the training with leadership "Hirings for Equity"



Next Steps

Fall 2022 (Year Zero)

1. Share results of the audit with the School Committee and FPS community
2. Work with DEI Committee to unpack findings and recommendations
 - a. Review, reflect, and prioritize the recommendations
 - b. Prioritizes action steps
 - c. Leverage the priority areas aligned with the findings or use in district and school strategic planning
3. Plan and engage in professional learning on topics identified in the Equity Audit
4. Develop an equity-focused communication

By the end of the 2022 – 2023 School Year

1. Develop a multi-year Action Plan to continue FPS commitment to equity, integrated with any and all other district plans and goals
2. Identify short, medium, and long-term goals
3. Determine measured outcomes
4. Use as baseline data to inform district strategy