FRANKLIN PUBLIC SCHOOLS

Diversity, Equity, Inclusion

February 8, 2022

School-Based Efforts

- Administrators
- Faculty/staff
- Families
- Students

Affirm Diversity
Promote Equity
Foster Inclusion

Diversity, Equity and Inclusion Committee

- 40+ member committee
- Administrators, Students, Faculty/staff

Prerequisites to becoming a culturally proficient school district

1. We take the time to listen to who students say they are and what their needs are. Too often our needs or the needs of the school system take precedence
2. Achievement, outcome, and opportunity gaps were present before we arrived but we may not ignore them
3. As educators we must be willing to examine our (individual and collective) values, behaviors, policies/practices of our district. (KWDiversity)

“DIVERSITY

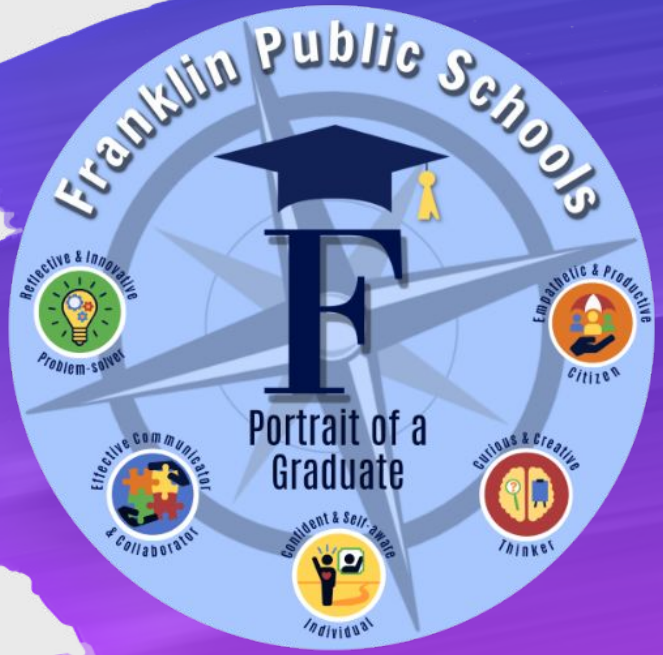
a reflection of the uniqueness of an individual’s identity, thoughts, ideas, perspectives, and values, and the fluidity through which each may evolve. Some examples include, but are not limited to, a person’s race, ethnicity, gender identity or expression, sexual orientation, socioeconomic status, age,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

“EQUITY

involves each individual being able to attain the attributes of Franklin’s *Portrait of a Graduate*.”

“INCLUSION

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.”



- Demonstrates social-awareness through inclusivity and the consideration of various perspectives
- Analyzes, evaluates, and synthesizes relevant information from multiple perspectives, varied viewpoints and sources
- Listens with an open mind and embraces a respectful, inclusive, and culturally aware approach
- Identifies and analyzes problems from multiple perspectives

“Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. The goal is to promote opportunities for all children to participate and be treated equally.”

– Andie Fong Toy

Our Students

Franklin Public Schools
Portrait of a Graduate
Reflective & Innovative Problem-Solver
Empathetic & Productive Citizen
Effective Communicator & Collaborator
Curious & Creative Thinker
Confident & Self-aware Individual

17.2%

Percent of Students Identifying as

African American, Asian, Hispanic, Native American, Native Hawaiian/Pacific Islander, Multi-Race & Non-Hispanic

1.7%

Percent of Faculty/Staff Identifying as

African American, Asian, Hispanic, Native American, Native Hawaiian/Pacific Islander, Multi-Race & Non-Hispanic

*DESE Categories of Reporting

95

English Learners January 24, 2022

~50%

Increase in ELs since 2012-2013

2019-2020

First Year DESE collected data about students identifying as non-binary

9

FPS Students Identifying as non-binary in 2021-2022

Free/Reduced Lunch Qualifying Students

Doubled since 2011-2012

Currently 16%

Students With Disabilities

Currently 18.4 %

Specialized Programs Expanded Significantly in Recent Years to Accommodate Students' Needs

Selected Areas of Focus

- School Committee Leadership
- Professional Development
- Curriculum and Instruction
- School Culture
- Responding to Bias-Based Incidents
- District Supports

School Committee Leadership

Highlights

SCHOOL COMMITTEE RESOLUTIONS

- Anti-racism resolution - Summer 2020
- Resolution supporting Equity for Sexual Orientation - LGBTQ+ Students, Teachers, and Staff – Fall 2020

- Supported the resolution to ban use of Native American mascots – Fall 2021
- Support the use of Restorative Justice practices over zero-tolerance policies – Fall 2021
- Support equity through access to free broadband – Fall 2021

- A resolution pertaining to Educator Diversity and Professional Licensure – Fall 2019
- A resolution related to Access to Menstrual Products - Fall 2019
- Resolutions related to Universal PreK and the Impact of Poverty on Children – Fall 2019

STRATEGY FOR DISTRICT IMPROVEMENT 2017-2022

- 2017 - Cultural proficiency as a discrete initiative under instructional goal
- 2018 - Cultural proficiency becomes overarching goal through which other goals are viewed
- 2020 - Specific initiatives are defined within Strategic Objectives with a D, E, I lens

SCHOOL COMMITTEE POLICIES and PRACTICES

- Financial Assistance Policy
- Dress code Policy
- Homework Policy
- Educational Opportunities for homeless students, students of military families, children in foster care
- All policies being revised for gender neutrality

- Contracts revised with updated anti-biased language
- Contracts are being revised for gender neutrality

- Enrollment forms were revised to be inclusive of all families
- Facilitated access to interpreters for visitors to school offices
- Online enrollment expands access in multiple languages

SCHOOL COMMITTEE POLICIES and PRACTICES

Professional Development

Highlights

Professional Development

Indicators of Culturally Proficient Teacher (KWD Diversity)

1. Self-reflect: what are my cultural values? How do my values shape the way in which I teach, evaluate and understand others?

2. Study your students/staff: learn who they are; how does their cultural values shape their learning? Show that you value their culture; create entry points for their culture

3. Ability and willingness to have difficult conversations: ask curious questions, believe their reality

4. Articulate and live the vision: you are the vision in motion; embody the articulated culturally proficient vision; practice and develop policy rules and traditions that encourage CP

Professional Development

Cultural Proficiency
Kalise Wornum

- Admin. Team
- All district faculty/staff

Speak Up At School
Learning for Justice

- All district faculty/staff
- New Teacher Orientation

LGBTQ+ Safe Schools
DESE

Children's Friend

Counselors and Nondiscrimination on the Basis of Gender Identity (DESE)

Incorporating DEI into Curriculum Units

Listening to Student Voices

- District PD
- Resource Group

Trauma-Informed Schools

Professional Development

INTERRUPT

QUESTION

EDUCATE

ECHO

“Speak Up!” at School

Curriculum and Instruction

Highlights

"Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience."

Dr. Rudine Sims Bishop

English Language Arts

- Expanded titles in classrooms and libraries
  - More diversity among characters so that students experience “windows” and “mirrors” and “sliding glass doors”
  - Authentic voice

English Language Arts

- Professional development from Primary Source on teaching challenging texts
- Parent/guardian guidance on reading challenging texts

Health and Wellness

- Curriculum revisions as follow up to feedback from students/families and best practices in teaching health and physical education, CTAHPE
- Staff participation in DESE Safe Schools Training (2017)
- Gender inclusive language by all staff, K-12
- Implemented gender inclusive human growth and development and human sexaulity lessons in grades 4-10 (2019)
- Multicultural products in lessons on hygiene, racially diverse CPR mannequins, and inclusive classroom posters
- New lessons on the meaning of consent and revisions to lessons on healthy relationships, respect, and bullying
- PE lessons on sports and games from around the world including the Olympics, Paralympics, and Special Olympics

History and Social Studies

- Transitioned to the 2018 MA Curriculum Frameworks
  - Standards that reflect the diversity of the United States with attention to contributions of people of all genders, ethnicities, and backgrounds
- Civics curriculum projects may involve social justice themes
- Proposing new high school materials in FY22 Capital Budget
- “Race and American Society” class at FHS

Seal of Biliteracy

- A credential students may add to their HS transcript by demonstrating proficiency in English and a second language.
- The Seal of Biliteracy provides an important opportunity to highlight the skills of English Learners who may graduate biliterate in their home language and English.
- We graduated 4 students in the class of 2021 with this distinction. 2 were ELs.

Inclusive Classrooms

- Continuum of services through Special Education is intentionally designed to be inclusive
- Services allow us to educate children in the Least Restrictive Environment within their home communities
- Inclusive learning opportunities provided in general education classroom settings

Enrichment and Supplies

- Enrichment and Curriculum-based Field Trips are funded by Parent Communication Councils
- Core school supplies are provided by the District
- We participate with and are appreciative of the YMCA for the summer backpack program

All Subjects

- DEI Committee's Curriculum and Instruction Subcommittee is developing a Rubric for evaluating bias in instructional materials

School Culture

Highlights

"A positive school culture is the underlying reason why the other components of successful schools were able to flourish."

– Dr. Shelley Habeggar

SCHOOL CORE VALUES (Examples)

School Culture

Oak Street Students Strive to Be:

- **A**chieving
- **C**aring
- **O**riginal
- **R**espectful
- **N**ever Give Up
- **S**afe

"Mighty Oaks from little acorns grow." - A.B. Johnson

CORE VALUES

- Caring
- Inclusion
- Respect
- Courage
- Leadership
- Effort

JFK CORE VALUES

JFK Ladybugs CARE!

- We are **CONSIDERATE** and kind
- We **ACHIEVE** and persevere
- We are **RESPECTFUL** and safe
- We **ENGAGE** and include

School Culture

*"With **respect** for the differences and diversity evident in all of us. Honoring and celebrating the differences and diversity evident in all of us is evidence of respectful behavior. "* ~ **RMS Code of Ethics**

***"Culture -** provide a safe learning environment that fosters tolerance, encourages compassion, and cultivates respect for individual differences. We promote teamwork in a collaborative environment. "* **~ ASMS Mission**

"Respect A student who exemplifies respect is one who:

- Values the privacy and freedom of all individuals.
- Encourages others to make good choices about their own lives but lets them make their own decisions.
- Listens to others and tries to understand their points of view.

Accepts individual differences without prejudice and acknowledges the beliefs of others." ~ **HMMS 6 Pillars of Character**

★ At ECDC we celebrate our diversity and strive to foster ***inclusiveness and acceptance*** so that everyone feels welcome in our community.

★ At ECDC we create a nurturing, warm environment that encourages and extends ***kindness*** to all.

★ At ECDC we provide a safe space that is conducive to meaningful learning where students can feed and develop their sense of wonder and ***curiosity***. **~ECDC Mission**

SCHOOL CORE VALUES (Examples)

School Culture

FHS PANTHERS

We are	**P**assionate	about learning.
	Active	in the school and community.
	Nurturing	of others and ourselves.
	Thoughtful and respectful	in our actions and ideas.
	High performing	so we can achieve our dreams.
	Engaged	in our education.
	Responsible	for our learning and decisions.
	Supportive	of one another.

School Culture

Elementary Builds School Culture

- Responsive Classroom
- Morning Meetings
- All School Meetings
- Core Values
- Imagery and artwork

School Culture

- A World of Difference Peer Leaders
  - Initiated 2017-2018 at middle schools
  - Trained peers in grades 7&8 teach anti-bias lessons in grade 6
  - High school peer leaders as club teach anti-bias lessons through humanities courses

- Resource Group at FHS
  - Facilitated discussions for students to process bias and develop their voice to engage administrators and faculty in meaningful change

- Exploring Resource Group at Middle Schools

School Culture

- Club opportunities
  - Best Buddies (all levels)
  - Spectrums (middle school)
  - SAGA (high school)
  - Diversity Awareness Club (high school)
  - Girl Up! (high school)

- Unified Sports
  - Unified Track
  - Unified Basketball (HS)
  - Unified Basketball (MS - in development)
  - Bocce
  - Special Olympics (all levels)

School Culture

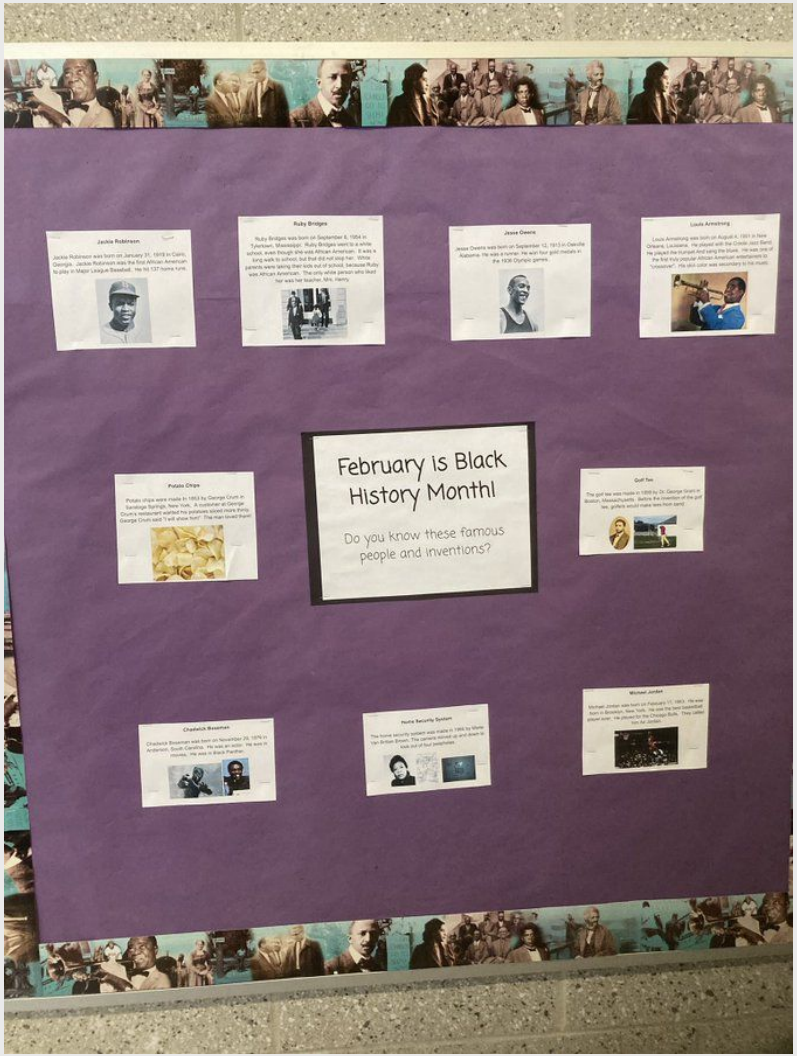
- FHS No Place for Hate Campaign

School Culture

- Awareness of Holidays and Months of Recognition (ADL List)
  - School-based efforts
    - Bulletin boards
    - Newsletters
  - Communication from Central Office to bring awareness and guidance* (for example:)
    - Religious holidays
    - Black History Month
    - International National Holocaust Remembrance Day
    - Resources from Learning for Justice, Facing History, Anti-Defamation League and others

* while being mindful that these concepts should be embedded daily in our lessons

School Culture



School Culture

FHS Pantherbook Juneteenth Educational Video

School Culture

- Metrowest Youth Risk Behavior Survey
  - Longitudinal study, every 2 years since 2006
  - Grades 7-12
  - Latest data from 2018 (pre-pandemic)
  - Administered recently Fall 2021 (not yet available)
  - Asks questions about treatment, bullying, and stress including if targeted based on identity or perceived characteristics

- Panorama Student Survey
  - Being prepared for delivery this year
  - Asks questions about Feelings of Belonging, Culture and Diversity among other strands
  - Working to add specific LGBTQIA+ questions

Responding to Bias-Based Incidents

Highlights

Historical Data on Investigations and Findings

	Investigations	Bullying Findings	Civil Rights Violations
2017-2018	55	12	14
2018-2019	25	6	11
2021-2022 (to date)	60	19	25

Bias-Based Incidents Responses

Policies

- Bullying and Bullying Prevention and Intervention Plan (policy under review and plan updated biennially)
- Nondiscrimination
- Harassment
- Sexual Harassment under Title IX

Procedures for Investigations

- Reporting Mechanisms
- Interim supportive measures
- Interview
  - Reporter, target, witnesses, aggressor
  - Investigation Report Template
- Consequences and Responses
  - Individuals and school culture
- System of Documentation and Tracking
- Safety and Support Plans
- Opportunities for Healing

A Note about Communication

District Supports

Highlights

District Support

- Director of Diversity, Equity, and Inclusion
  - Posted now
  - Anticipate interviews in early March
- Educator Diversification Professional Learning Community with DESE
  - District team attends monthly PD to develop comprehensive recruitment and retention strategies
  - Involves about 100 districts in MA
  - Potential grant funding available
- Equitable budget allocations
- JPCC meetings focused on funding equity

District Support

Equity Audit

- A comprehensive evaluation of Diversity, Equity, and Inclusion efforts
- Conducted by Public Consulting Group
- Provide an external review of the District's efforts towards Diversity, Equity, and Inclusion
  - Review District's data
  - Conduct focus groups to gather qualitative data
- Data gathering in February – April; Report in May
- Information from the report can be used to prioritize and drive longer term goals

- This data analysis will complement the Districts' regular participation in
  - Tiered Focused Monitoring Review (MA DESE)
  - Civil Rights' Data Collection (US DOE)

DEI Sub-Committees

Curriculum and Instruction

Staff Recruitment and Retention

Professional Development

School Culture

Inclusive Practices

Community Engagement and Communication

LISTENING LEARNING ACTING REFLECTING

FRANKLIN PUBLIC SCHOOLS

THANKS!

Comments and Questions

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash