

PUBLIC SCHOOLS of
BROOKLINE



Equity Update for DEI-J

Jenee Uttaro ~ 8.15.22

June and July Office of Equity Work

- Reminder of June presentation: [Year End Perspective & DEI-J Subcommittee Recommendations 6.6.22](#)
- *650 Waking Up White* books & Debby Irving PD Day planning
- New Assistant Director of Equity, Haeyoung Koh
- PD plans and year [calendar](#)
- Completed 26 hours of the Truss Leadership Dismantle WSC Conference
- Attended 2022 Reimagining Education Summer week Institute via BEF grant
- Principal Retreat: [White Supremacy Culture, PSB & Our Collective Wellbeing](#)
- SEED New Leaders week in Minnesota Aug 1- Aug 8 for seven educators
- SEED 2.0 (Brand new!) Summer Planning work
- Brookline Educators for Educator Diversity (BEED) Summer work
- ARPA Grant (\$87,900), *Mental Health Services for AAPI Students* with the Office of Student Services and the Brookline Asian American Family Network (BAAFN)

Equity Vision and Work Categories for 2022-23

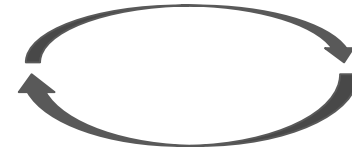
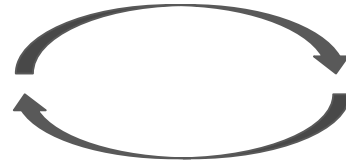
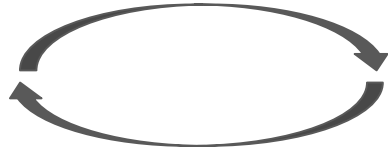
- Understanding how we have been impacted by *White Supremacy Culture* as a district
 - Sustaining healing and humanizing spaces
 - Harnessing the power of affinity conversations

August Office of Equity Work

- Continuing collaboration with the Office of Teaching and Learning on district goals and work with (BHS) supervisors (see slides #5 and #6)
- Continuing collaboration with the Office of Data & Strategy on data requests from this subcommittee and in our work to build data stories for PSB demographic groups (see slides #7 - #10)

- **Partnering with the DEI-J subcommittee to include student voice and input on our purpose to increase accountability, transparency, and visibility on school matters related to diversity, equity, inclusion, and justice.**
 - *discussion*

Sense of Loss INCREASES as you move closer to creating equitable culture



Diversity is the representation. Diversity can be measured through numbers and is usually tracked by race, gender, sexual identity, age, ability level, cognitive learning differences, education, economic background.

Diversity feels like equality.

You've been asked to the party.

Belonging is the ongoing culture created to have all people feel welcome across difference. Manifested in the relationships, in conversations, physical space and written word.

Belonging deepens how we understand and support each other.

You feel welcomed and comfortable going to the party.

Inclusion is the participation. Inclusion is usually achieved when diverse populations are involved in decision-making that impacts the policies and practices of the organization.

Inclusion is new voices support decision making, and leadership and policies.

You've been asked to help plan the party.

Equity requires changing structures of power & privilege so disparities of historically under-represented groups are eliminated and therefore outcomes cannot be predicted by that grouping.

Equity is when the policies change/shift.

Redefines what the party entails, who has the power to plan the party and if there should be a party.

Communicating All the WHYs

- **Moral:** Why take up the work of race and equity in our work/practice?
- **You:** Why is dismantling inequity so important to you?
- **Our District:** Why PSB, why this work, why now?

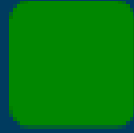
Data that should be leveraged

DESE PSB Student Profile Data

- **The Demographic data** (*we need to understand who is here*)
- **The Discipline data**
- **The Retention data**
- **The Graduation data**
- **Special Education data**
- **Schools datawise**

SCARF Threats

Status



Relative importance to others

Certainty

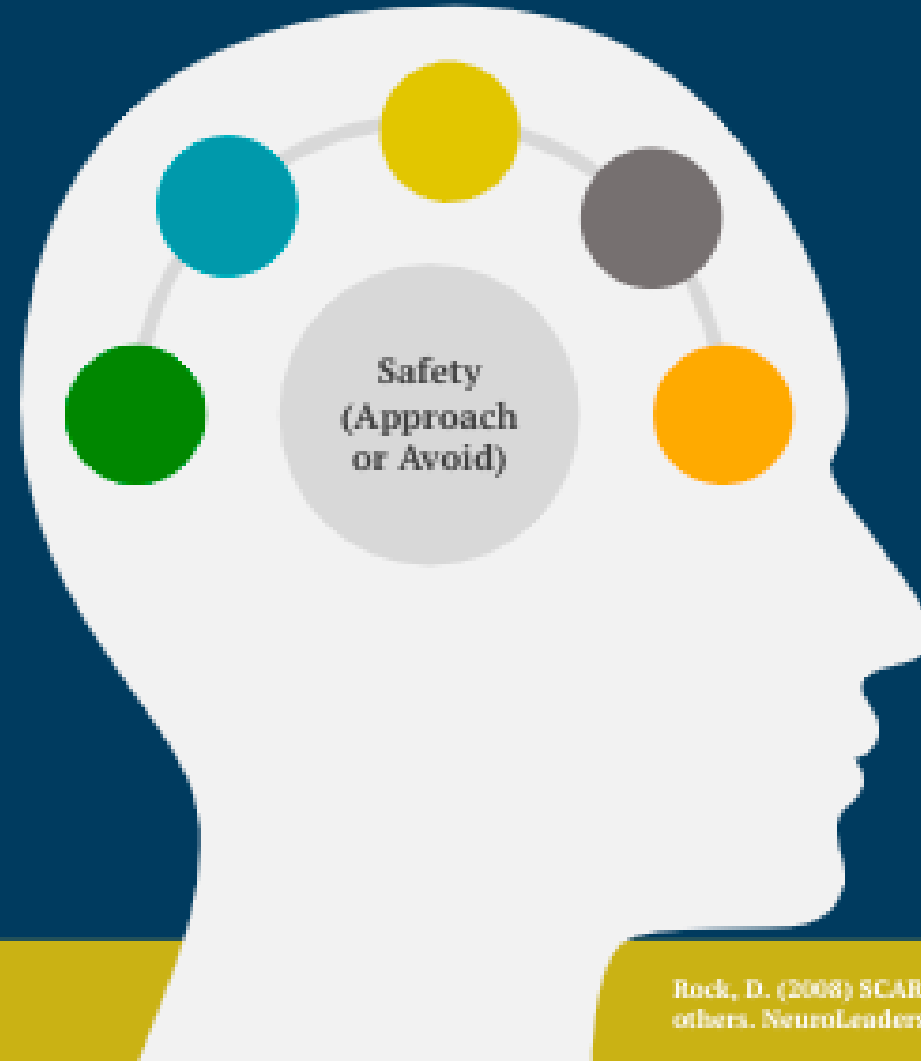


The ability to predict the future

Autonomy



The sense of control over events



Relatedness
The sense of safety with others



Fairness
The perception of fair exchanges

Tailoring our Communication to SCARF/ Brookline Ideology

We are really making a pitch to the broader SCARF threats in a place to get traction to move forward:

- In Brookline, this SCARF could be Status and Certainty.
 - Speaking to Status: We are getting on the Balcony and we are really pitching work that will make people feel lifted up, seen, expert (Things like a pilot, small working group, community recognition of excellence teaching w/ differentiations, case studies that highlight educational equity in Brookline).
 - Speaking to Certainty: This requires getting really granular about what OEE/we are calling people to do.
 - When would the pilot happen? What are the goals? How would it measure success?
- Use data and the creation of Data Stories to build urgency. This is a part of the diversity work of acknowledging and celebrating all students before we go into harder things around disproportionality and marginalization.
 - [DESE PSB Student Profile Data](#)

Suggested '22-'23 Priorities for DEI-J Subcommittee

- 1. Leverage data stories to elevate urgency within the district.**
 - a. This will support making deeper connections between OTL and OSS.
- 2. Leverage what we know is coming to build value for equity work systemically:**
 - a. The natural integration of new curriculum will call teachers and leaders to differentiations through the lens of SEL,UDL, and Linguistic Equity.
 - i. Build a cohort/pilot*. This pilot will help create an example of excellence that others may need to opt into future work.
 - b. Systemwide vision-based plan ~ creating anti-racist, anti-bias school communities.
- 3. Manage expectations within our community:**
 - a. Illuminate the work of the Office of Educational Equity.
 - b. Name that OEE can do 1-2 things well, in the absence of support.
 - c. Push for communication support; partnering with OSS for more of the building based support around racial and bias incidents.
 - d. Elevate equity to cohere w/ OTL (curriculum audits and adoption, required PD).
 - i. Support accountability for educator equity goals via supervisors.
 - e. Reinforce existing work* on strategic diversity hiring and retention.