



PUBLIC SCHOOLS of **BROOKLINE**

Office of Education Equity - 5.16.24

Tonight's Goals

- Redefining the the Office of Educational Equity
- Outlining a path forward through collaboration
- Unpack findings and recommendations

Preliminary Plan

Goals For This Year:

- Listening and building trust
- Increase PSB's data collection measures for educators, staff, and families
 - Amend current data collection measures to be culturally relevant and equitable
 - All of this to provide *accurate*, actionable data on the current state of our school system and belongingness from every angle
- Acknowledge and name areas of strength and improvement
- Establish plan for Portrait of a Culturally Competent and Responsive School District and Educator
- Continue to build upon a plan for capacity building
- Establishing consistent communication

PSB Vision and Goals

Vision:

Brookline provides every student with an extraordinary education, through enriching learning experiences and a supportive community, so that they may develop to their fullest potential.

Goals:

- Joy in Learning
- Excellence in Teaching
- Culture of Collaboration
- Celebration of Difference
- Commitment to Equity
- Ethic of Wellness

DESE Vision

Department of Elementary and Secondary Education (DESE)

Educational Vision

DESE Vision...the goal of this work is to "support students to thrive by creating affirming environments where students feel seen, engage in deeper learning, and are held to high expectations with targeted support"; to realize this vision, educators must have the mindset, knowledge, and capacity to serve all students well, particularly students from historically underserved groups and communities.

- All Students are known and valued
- Learning experiences are relevant, real-world & interactive
- Individualized supports enable students to excel at grade level (or beyond)



Grounding Educational Equity – MASC Educational Equity Policy (JBB Educational Equity)

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practicable, the high quality instruction and support they need to reach and exceed a common standard.

To achieve **educational equity** the district will commit to:

1. Systematically, when appropriate, use district wide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of **educational equity**, as reasonably practicable, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote **educational equity** as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

Takeaways and Alignment

High Expectations

Students learn through curriculum and instruction that aligns with Massachusetts curriculum frameworks at or above their grade level, connects to their identities, and utilizes evidence-based practices.

Embracing and Valuing Differences

Students and families have a sense of belonging. Students are known, respected, and valued for who they are, engage in deeper learning, and are able to bring their full selves to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.

Targeted and Supportive Community

Students receive necessary evidence-based supports and accommodations to learn knowledge and skills at grade level (or beyond). Students with disabilities receive carefully designed instruction that accelerates their growth towards learning goals.

Culturally Competent and Responsive Community

A community that is rooted in Equity as the foundation of excellence and achievement



Culturally Responsive Practice

CULTURALLY RESPONSIVE PRACTICE: The use of this term is specific and deliberate and requires that education leaders understand and simultaneously attend to:

- A strong foundation of cultural understanding
- The academic success of all students
- Cultivating and deepening the cultural competence of themselves and the adults they lead
- The cultivation of sociopolitical consciousness

Findings, Wins, and Next Steps

- PSB and OEE have strong relationships and collaborations
- PSB Leaders are actively participating in professional development that help frame and lead equitable work
- PSB teachers are actively participating in professional development that impacts equitable practice
- **We have more work to do – FY25**

Established Relationships

Professional Organizations and Community Partners:

- Massachusetts Partnership for Diversity in Education (MPDE)
- MASS REDI (Racial Equity, Diversity, Inclusion)
 - Leadership Practice Network Foundations II
- SEED training and co-facilitation; Activating Equity
 - Four cohorts (BHS and three K-8)
- Brookline Educators for Educational Diversity (BEED)
- The Teachers Lounge (TLT)
- Brookline Asian American Family Network (BAAFN)
- Coalition for Anti-Racism in Education (CARE)

Symposiums, Conferences, and Webinars

- 50+ collaborative meetings with community partners and identity-based groups

Community Listening Sessions:

- Jewish/Israeli Caregivers
- Muslim/Arab/Persian Caregivers

Symposiums, Conferences, Webinars:

- Brandeis Day of Learning - Brandeis University's Presidential Initiative to Counter Antisemitism in Higher Education
- Training for Families of LGBTQ+ Brookline Students
- Race & Equity in Brookline
- Summit about the National Strategy to Counter Antisemitism in K-12 Schools
- Concerned About Antisemitism - Brookline - Rebecca Schgallis
- Racial Justice Action Committee of First Parish in Brookline
- U.S. Department of Education
- Office of Civil rights
- Convening on Racial Equity - Brookline for Racial Justice and Equity (BRJE)

GOAL 1

TEACHING AND LEARNING

Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence based practices



OEE School Residencies

The purpose of the OEE School Residency is similar to Instructional Rounds, with an intentional focus on observation and lived experience over time in all aspects of the school; classrooms, transitioning, unstructured time (recess, lunch/cafeteria), and attending meetings with staff.

OEE has completed six, three-day residency visits:

- BEEP (Putterham and Lynch)
- BHS
- Lawrence
- Driscoll
- FRR

Residency Trends and Findings

- **Consistent: Strong, clear dedication of staff and faculty**
 - Effective questioning, student engagement, emphasis on analytical strategies and writing instruction
- **Variability:** Instructional best practices that provide access to all students (differentiation, visual aids, manipulatives, presenting information in multi-modal ways, etc), behavior management



GOAL 2

COMMUNITY AND CONNECTIONS

Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district and the community



Online Reporting Systems

- New online forms for students, caregivers, and employees to share experiences, suggestions, etc
 - Bullying and discrimination incident reports
 - Options to report anonymously, and with reporter choice in who will receive the report
 - Combatting fear of retaliation

GOAL 3

CLIMATE AND CULTURE

Partner with families and the community
to create safe environments
that promote belonging



Climate and Culture Surveys

- First staff and family climate surveys since 2019
- Collaboration with Dr. Matt DuBois (OSS)
- Likert scale questions, optional open response
- Outcome: clear, actionable feedback
- **Staff:** School Belonging, Cultural Awareness and Action, District Climate, School Climate, Staff-Administrator Relationships, Professional Learning, Teaching All Students
- **Families:** School and District Climate, Family Engagement and Family/School Relationships, School Support and Fit

Staff Climate and Culture Survey

Likert Scale

- Our school and staff have the resources and knowledge to effectively teach diverse learners (e.g., students who are EL, students with IEPs/504s, students with social-emotional needs, etc...)
- I feel I can respond to incidents that require disciplinary action effectively.
- The feedback I receive on my work is useful and actionable.
- I know who to go to for support when an issue related to diversity arises.

Open Response

- What can school and district leaders do better to support positive relationships with educators?
- What do you need to serve all students effectively?

Family Climate and Culture Survey

Likert Scale

- My student's school is welcoming to parents and guardians.
- I know who to contact at my student's school if they are experiencing challenges.
- My student's school effectively handles issues related to bullying.

Open Response

- What is your student's school doing well to support positive family-school relationships?
- What can your student's school do better to support positive family-school relationships?

What Are We Going to Do with the Data?

- Strategic Plan Goal 3
 - Administer a baseline survey, create action plans surrounding the results
- **Inform individual School Improvement Plans**
 - Support and structure the work of principals and school leadership
- **Inform Central Office's work and action plans**
 - Ensure alignment across departments, that our work is supporting each other and responsive to the needs of our practitioners, school administrators, and families



GOAL 4

Management and Capacity Building

Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.



PUBLIC SCHOOLS OF BROOKLINE POLICY MANUAL

SECTION G – PERSONNEL

2. Recruitment, Selection, and Staffing

n. Equity Policy – Staff Recruitment and Retention (Voted 4/27/23; #23-41) The Public Schools of Brookline recognize that for the sake of student achievement, community, and belonging, the demographic makeup of the educator workforce should broadly reflect that of the student body. Accordingly, PSB seeks to recruit and retain educators from groups that are currently underrepresented relative to the local community served by PSB. ****Recruitment will be led collaboratively by the Office of Human Resources and the Office of Educational Equity.***

1. Recruitment

2. Retention (mentoring, community building, supervision and evaluation, and outcome measurement)

Recruitment and Retention

Diversity Recruiting Efforts

- Partnerships
 - Massachusetts Partnership for Diversity in Education (Career Fair and Tool Kit)
 - Teachers Lounge - 2024
 - Brookline Educators for Educator Diversity (BEED)
 - Recruitment Event - May 2024
- OEE
 - Implicit Bias Tool (to be used by interview committees)

Diversity Retention Efforts

- Partnerships
 - Massachusetts Partnership for Diversity in Education
 - Building Bridges Conf.
 - Teachers' Lounge (Classroom Leaders of Color Fellowship - CLOC)
 - Brookline Educators for Educator Diversity (BEED) - Retention Event
- OEE
 - OEE Educator and Staff Feedback Forms
 - Professional Development
 - BIPOC Mentor Program 2024

MPDE

Career Fair – Easton, MA
Saturday March 16, 2024



Jamie Yadoff, Michelle Herman,
and Melvin Merlos

BEED

Diversity Recruitment Event
May 6, 2024
22 Tappan - BHS



BEED

Retention Event – Golden Temple
March



OEE Educator and Staff Feedback Form

- Collected data from December 2023–January 2024
- 150+ responses

What did the data lead to?

- Comprehensive equity cycle at FRR
- Development of pilot program to train staff in 10 competencies of equity
 - FRR, Lawrence, Pierce
- Creation of video modules, written templates, extensive resources for educators
- Whole-staff professional development sessions

Equity Cycle

OEE has been leading and supporting a comprehensive equity cycle at FRR. It has been and continues to be meeting with administrators, facilitating and supporting equity and belonging work with educators at grade-level meetings, supporting collaborative all-middle school work, observing instruction, and providing targeted coaching. Teachers have been provided collaborative feedback and access to tools in written and video exemplars.

Establishing Educational Equity

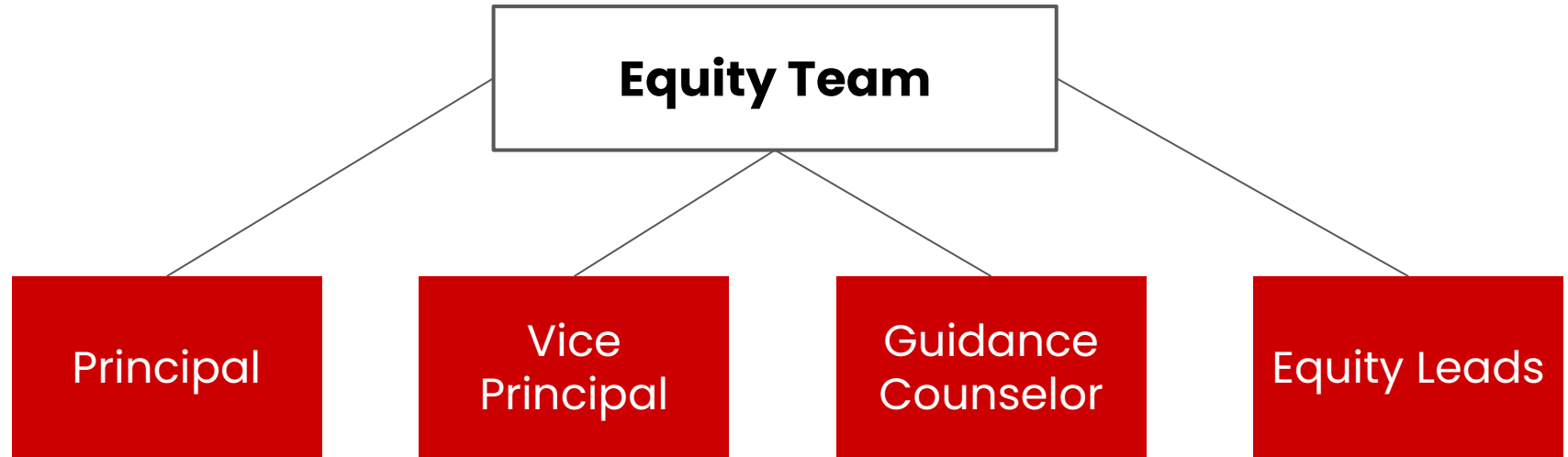
Theory of Change & Action Plan for 2024-2025

Office of Educational Equity, Public Schools of Brookline

Prepared by Cristy Hernandez & Ruiz Clark

Input provided by Dr. Linus Guillory Jr., Claire Galloway-Jones, Gabe McCormick, Dr. Jodi Fortuna, Dr. Matt DuBois & Michelle Herman

Train the Trainer; Build Capacity



Toolkits; 5 +5 Competencies

- Restorative Justice Circles
- High Expectations
- Courageous Conversations
- Story of Self
- EL Strategies

- Internalized Biases
- Behavioral Support
- Peer Observations
- Partnering with Families
- Empathy Interviews

Implementation *(full Action Plan linked [here](#))*

Fall 2024	Winter 2025	Spring 2025
<p>First 5 toolkits completed</p> <p>Equity Teams trained in <i>Restorative Justice Circles 1.0</i></p>	<p>Equity Teams trained in 4 of 5 toolkits</p> <p>Equity Teams have implemented 3 of 5 toolkits at their schools</p> <ul style="list-style-type: none">• <i>RJ Circles</i>• <i>High Expectations</i>• <i>Courageous Conversations</i>	<p>Equity Teams trained in all 5 toolkits, as well as "Internalized Biases"</p> <p>Equity Teams have implemented all 5 toolkits at their schools</p> <ul style="list-style-type: none">• <i>RJ Circles</i>• <i>High Expectations</i>• <i>Courageous Conversations</i>• <i>Story of Self</i>• <i>EL Strategies</i>

On the Horizon

- Continuing Residencies
- Equity Lead Interviews – Week of May 20th
 - Training will begin June 3, 2024
- Accepting bids for Equity Audit
 - *Hanover Research*
 - *Equity Process*
 - *Longview Education*

QUESTIONS