

PUBLIC SCHOOLS of  
**BROOKLINE**



# Office of EQUITY

## Report of Findings & Next Steps

February 3, 2022

# Tonight's Goals

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- To understand our vision of educational equity and its connection to entry planning
- To communicate all the WHYs and diagnose where we are based on findings
- To demonstrate the alignment of equity to student outcomes and share the roadmap to next steps

*"If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then and only then will I drop my defenses and hostility, and I will sing your praises and help you to make the desert bear fruit." –Ralph Ellison*

# Entry Plan Report

PUBLIC SCHOOLS of  
**BROOKLINE**



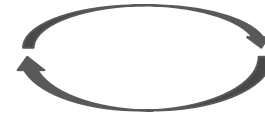
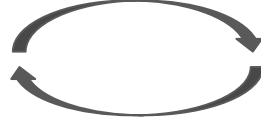
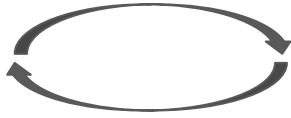
## Goals for this Year

- Listen and establish communication pathways
- Build trust and create transparency
- Name current realities
- Implement growth levers to change discourse and data

## Core Values

- Learning Culture
- Joy
- Healing
- Collaboration

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.

**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.

**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.

**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.

**You've been asked to the party.**

**You feel welcomed and comfortable going to the party.**

**You've been asked to help plan the party.**

**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?

# Key Focus Areas

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- Professional Learning & Accountability
- Leadership
- Parent Community
- Equity Advisory Councils
- Human Resources



# Engagement

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**More than 200  
Faculty/Staff  
across 9  
schools and  
BEEP**

- Classrooms
- Lunch Rooms
- 1:1 settings

**Students &  
Community  
Members**

- Lunches
- Classrooms
- Clubs
- Town Government,  
Departments
- Small Businesses

**Methodology  
Three Questions**

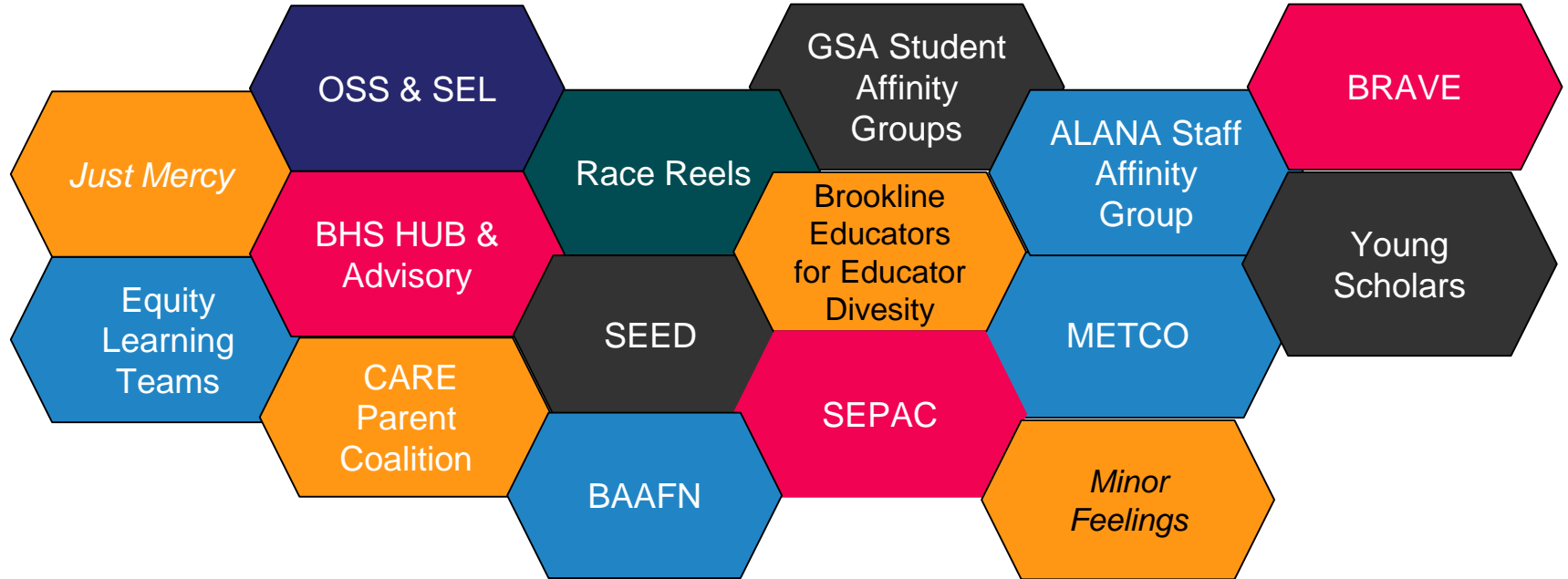
- What are TWO examples of good work in your school around diversity, equity & inclusion?
- What are TWO examples of inequities that keep you up at night?
- What are your top TWO hopes & dreams for equity work in your school? How can I best help you?

# Early Wins

- [PSB Educational Equity Website](#)
- MPDE (Massachusetts Partnership for Diversity in Education) and the Brookline Educators for Educator Diversity (BEED) Team
- SEED training and co-facilitation; Activating Equity
- MASS REDI (Racial, Equity, Diversity, Inclusion) Leadership Practice Network selection
- METCO, OE, T&L partnering on Social Studies curriculum review
- CARE Parent Coalition
- [Menu of Equity Professional Learning](#)
  - BHS, Runkle & Driscoll Equity Learning Teams (ELTs); weekly workshop offerings



# Findings and Actions



# Strengths

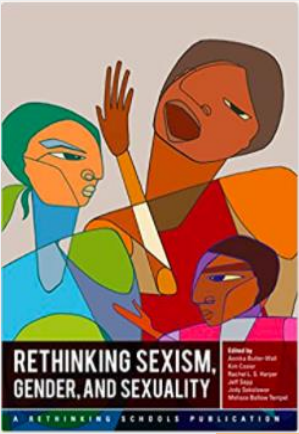
- Engaged Faculty/Staff
- Commitment
- Resources
- All educators being evaluated this year
- School leaders and supervisors evaluating all educators; prioritizing anti-racism work
- Involved parent communities
- Desire for more professional learning

# Barriers

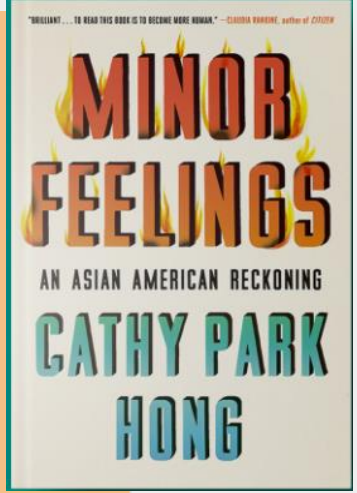
- Time
- Fear
- Faculty Autonomy/ Coherence
- Comfort/Lack of Skill
- Faculty and staff require considerable training in cultural competence
- Structural model of our schools does not necessarily provide space for DE&I work

# Entry Plan Report

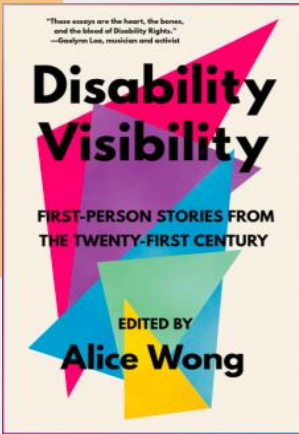
- Lack of personal experiences with DE&I
- Desire for more professional learning; reinforce learned practices; go deeper in adaptive change work
- Fear of loss and behavior change are barriers to the pursuit of equity
- Autonomy is a high value
- Deficit thinking
- Student and adult dissatisfaction around belonging culture, proactive work and response to bias incidents
- Desire to focus on students in the majority
- Lack of reciprocal transparency on disruption learning and movement within adult community
- Continuum of understanding among students on what anti-racism, anti-bias means
- Variable awareness that structural racism perpetuates and exacerbates disparity; further learning is critical
- PSB is *inequitable by design*



brown dependent deficit  
 syndrome oppression cortisol  
 unconscious covering assimilation bias helplessness  
 narrative negativity and micro-invalidation  
 threat imposter internalized  
 micro-assault bias learner  
 failure  
 microaggressions  
 approach Black Code-switching  
 stereotype learned  
 micro-insult



I'M STILL [REDACTED]  
 [REDACTED] HERE [REDACTED]  
 BLACK [REDACTED]  
 [REDACTED] DIGNITY IN [REDACTED]  
 [REDACTED] A WORLD  
 MADE FOR [REDACTED]  
 [REDACTED] WHITENESS  
 AUSTIN CHANNING  
 [REDACTED] BROWN [REDACTED]



# Self and System Goals

- How do we grow educational leaders who can strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being?
  - Equity-specific Professional Learning
  - Measurement of impact of Professional Learning

# Teaching and Professional Learning

“[Teachers] who want to change the world: You cannot disrupt systems of oppression until you understand how systems of oppression work — and you cannot understand how systems of oppression work until you understand how they have worked on YOU.”



Tricia Ebarvia,  
Disrupt Texts

## Taxonomy

Individual Level

**Diversity** is your ability to understand yourself in all of your intersectional pieces.

**Belonging** is your ability to communicate and name the ways in which you are not feeling included/included.

**Inclusion** is your ability to get on the balcony and to see yourself and how systems are impacting you and others.

**Equity** is about collaboration and ability for all voices to inform how policies and culture is shaped.

Organizational Level

**Diversity** is the representation.

**Belonging** is the ongoing culture created to have all people feel welcome across difference.

**Inclusion** is the participation.

**Equity** requires changing structure of power and privilege so disparities of historically under-represented groups are eliminated.

Taxonomy

Taxonomy

## Ethos

- share your wisdom
- extend care
- lean into discomfort
- own your learning
- engage in humble inquiry
- expect/accept non-closure

# Diversity

- Believe that diverse representation is important, but may feel uncomfortable discussing issues tied to race
- Focus on encouraging our teams and staff to increase diversity practices
- Focus on increasing staff knowledge about the individual and interpersonal levels of racism (e.g., individual biases, intercultural communication, and conflict skills)
- **Develop opportunities for staff to share their own experiences with their identity**
  - **Internal communication at the building level of WHO are we to each other? In the world? (Identity Development)**
- Have or are developing a shared language around race identity and issues related to race, racism, and race equity. Build shared language in Professional Development.
- Have or are building cross-cultural awareness, sensitivity, and empathy, including education about dominant identities that exist in organizational cultures
- Understanding the different cultures and identities with staff
- Identifying experiences that will make diversity apparent (history month, cultural events, etc.)
- Looking at and finding data to measure WHO is in our departments/teams/organization
- Developing opportunities for adults to share their own experiences with their identity
  - Making structural changes that support creating TIME for people to share
  - Affinity Groupings
- **Creating and communicating a WHY to move through the spectrum**
  - **Leadership must communicate why this work matters to the organizations**



# Diversity

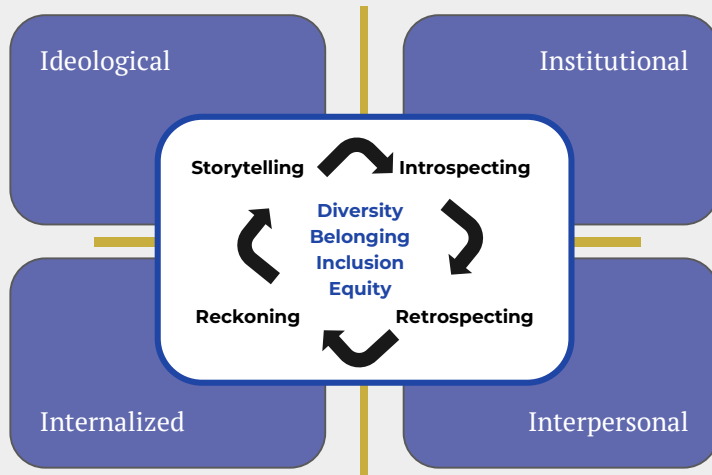
The important thing about Diversity skills is your ability to increase your awareness of who you are over time.

Skill	Introspective & Retrospection Questions	Outcomes/ Success
<p>Identity Development</p> <p>Self Awareness</p> <p>Getting on the Balcony w/ Self</p> <p>Diversity (Tell Story of Yourself)</p> <p>I am beginning to understand intersectionality. I know what intersectionality is.</p> <p>Storytelling I beginning to be able to storytell (share wisdom from ETHOS)</p> <p>Emerging feelings of self-determinism</p>	<p><i>Who am I?</i></p> <p><i>What does the world say about me?</i></p> <p><i>What does the world say about others, that do not look like me?</i></p> <p><i>What do I say to myself about myself?</i></p> <p><i>What is my story? What is the story that I need to tell myself? What version of this story that I can have with others?</i></p> <p><i>When have I advocated or not advocated for myself?</i></p> <p><i>How do I need to do the healing that I need to do to even do equity work?</i></p>	<p><u>(Personal)</u></p> <ol style="list-style-type: none"> <li><i>Empathy</i></li> <li><i>Storytelling (Identity and Inequitable experiences)</i></li> <li><i>An ability to communicate about yourself, your experiences and your “wisdom”</i></li> </ol> <p><u>Self-Awareness:</u></p> <ol style="list-style-type: none"> <li><i>Personal Loyalties</i></li> <li><i>An ability to recognize and name what I need.</i></li> <li><i>Internalized Oppression</i></li> <li><i>Ability to name how you will set boundaries considering your role and identities.</i></li> </ol> <p><u>Skills that support your role:</u> <i>Ability to Communicate a WHY</i></p> <p><i>An understanding of a WHY</i></p>

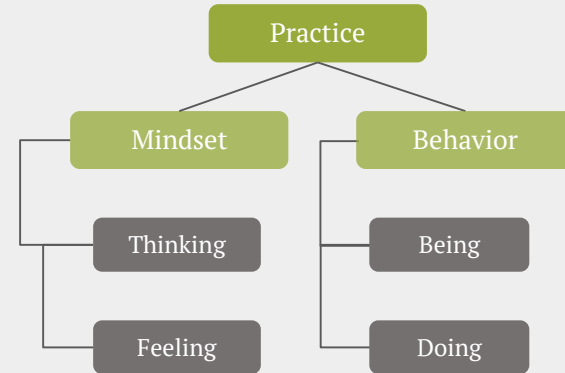
# Taxonomy of Disruption

ETHOS

DISMANTLING SYSTEMIC OPPRESSION  
*Stimuli: Transformative Protocols*



ADVANCING ANTI-RACISM  
*Response: Cultural change*



ETHOS

ETHOS

ETHOS

# Belonging

- Asking why staff or project participants feel they do not belong
- Ensuring that we are pronouncing names correctly (What's in a name)
  - Using protocols, from SRI, to support classroom belonging
- Assessing and understanding what images are and on our walls
- Audits- Curriculum, Discipline, Culture/Climate
- Prioritize an environment where different lived experiences and backgrounds are valued and seen as assets to teams and to the organization
- Regularly discuss issues tied to race/ other identities and recognize that we are on a personal learning journey toward a more inclusive culture
- Regularly seek community input on programs and projects we provide or intend to provide
- Have strong feedback loops to encourage and respond to community feedback about race bias, diversity, and inclusion
- Support teams to improve their skills to work across difference and use constructive conflict to inspire better thinking and solutions
- Affirming identities of staff, groups that contribute to content, and images in marketing
- Creating collaborative processes
- Unsiloing teams



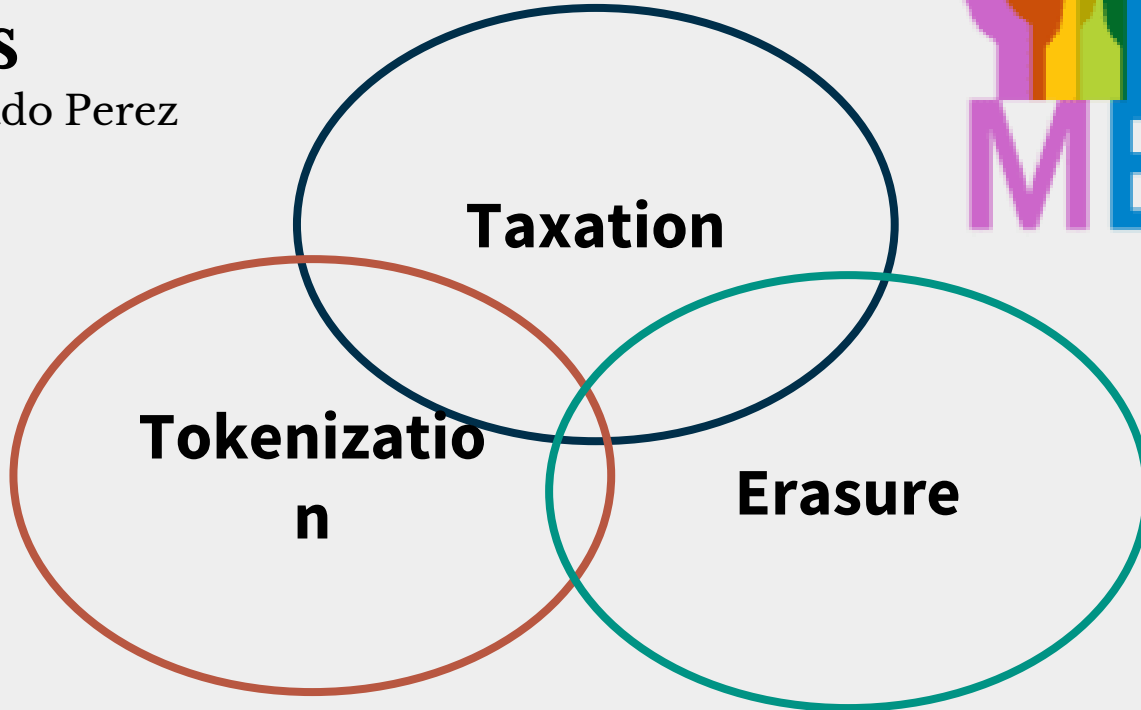
How Elite Colleges Are Failing  
Disadvantaged Students

ANTHONY ABRAHAM JACK

# PD around a PSB Culture of Belonging

## Avoid Barriers

Dr. Javier Casado Perez

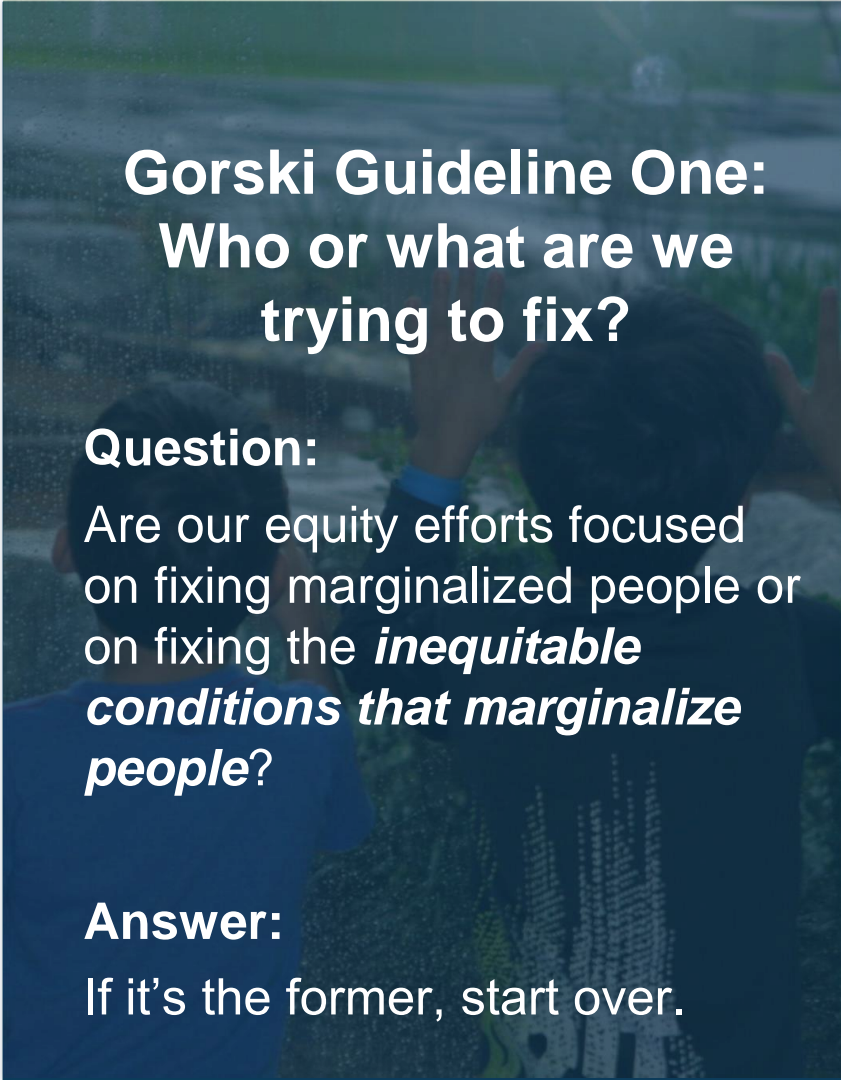


# Leadership

“What I know for sure is that if we can’t clearly see dynamics, we can’t effectively respond to them. As a result, we risk doing more harm than good. Perhaps we expect students of color, lesbian and gay youth, or transgender students to join our celebrations of diversity while we fail to adequately address the ways they feel marginalized in our schools...Celebrating diversity is not enough. Cultural competence is a troublingly low bar. We must strive for more.”



Paul Gorski  
“Equity Literacy”



## Gorski Guideline One: Who or what are we trying to fix?

### Question:

Are our equity efforts focused on fixing marginalized people or on fixing the *inequitable conditions that marginalize people*?

### Answer:

If it's the former, start over.

## Gorski Guideline Two: Do we mitigate or transform?

### Question:

Are our equity efforts a threat to the existence of inequity or do they merely mitigate the symptoms of inequity? (Ex: recruitment and retention efforts)

### Answer:

If it's the latter, start over.



## Gorski Guideline Three: Are we dancing around or digging in?

### Question:

Are our equity efforts contributing to the *permanent* redistribution of access and opportunity or leaving the current distribution in place and helping marginalized people be more comfortable as *marginalized people*?

### Answer:

If it's the latter, start over.

## Gorski Guideline Four: Who are the experts?

### Question:

Are our equity efforts based on collaborations with marginalized people, deferring to their expertise? Are we working “with” historically excluded people, or “on” historically excluded people?

### Answer:

If it's the latter, start over.

# Measuring Equity and Improving Student Outcomes

We know the powerful research on effective ways to measure equity, for example, from UNESCO Institute for Statistics (UIS):

- Identify the equity dimensions to be examined
- Summarize observable characteristics by equity dimensions
- Analyze the overall distribution of outcomes
- Analyze outcomes by equity dimension
- Estimate the main effects, overall and stratified by equity dimensions

*In partnership, my role is to craft system-wide reform efforts that address academic expectations, access to learning opportunities, high-quality instruction, resource allocation, and accountability to achieve educational equity. We have access and facility around strategies, resources, and tools to improve quality of instruction and academic expectations in the classroom.*



# Equity Advisory Councils

- **Staff**
  - Brookline Educators for Educator Diversity (BEED)
  - School -based Culture and Climate Teams
  - ALANA/ Paraprofessional Affinity Groups
  - LBGBTQ+ Task Force
- **Students**
  - Student Task Force on Race and Social Justice
  - BRAVE (led by BHS's Rowan R. & Rohan N.)
  - GSAs, Young Scholars, etc.
- **Parent Community**
  - Brookline Families *CARE* (Coalition for Anti-racism Education)

# Planning for Impact Years 1-4 Potential Roadmap

## Diversity

- CAPTURE demographic data and begin to create data overviews. We are understanding who NEEDS to feel seen as well as understanding how to see everyone.
- INVESTIGATE the ways in which DBIE has occurred to date:
  - Which groups feel most visible? Where is the privilege?
  - Which ideologies are in our system, how are they impacting family, students, and staff?
- BUILD VALUE:
  - communicate our WHY to your constituents
- CREATE opportunities (cultural events, or calendars) to ensure continuous seeing of populations
- Creation of PD Series on Equity.

## Belonging

- CREATE space for marginalized voices to come to the party:
  - Climate, belonging surveys.
  - MTSS, discipline, achievement data, suspension, self contained
- Ensure that all staff are learning about key concepts to partner with students and families.
  - Name exercises
  - Continued professional development on SEL, CRT and UDL.

## Inclusion

- Finding opportunities to include students and parents in decision making
- Finding opportunities to include students and parents in content development.
- Considering our recruitment, succession and leadership pipelines for students of color.

# Planning for Impact Years 5+ Potential Roadmap

## Belonging

(Emerging/Completed)

- Continue to host belonging based sessions.
  - Affinity Group
  - Affinity Groups have expanded to include families and support staff.
- Data is alive and well.
  - Continuous usage of climate surveys to ensure belonging of students, family and staff is increasing over time.
  - Data is being used for planning of curriculum.
    - Teachers' curriculum is being viewed to ensure accountability.
      - Curriculum reviewed for shifts towards cultural relevance.

## Inclusion

(Emerging)

- New pipelines have been created to increase diversity (racial, age, gender) at the leadership level, educator leader level.
- School committee, subcommittees and equity teams are considering student perspectives and experiences in planning.
  - Students will have an established platform, and process to inform planning, etc.
  - Families will have an established platform to inform planning, etc.
- Building level leaders are beginning to discuss what equity could truly look like in our system and to whom:
  - We are identifying predictability in our system, using the 4 I's of oppression as our lens.
  - We are investigating policies that are leading to marginalization of students, families and staff.

# Accountability

1. We will offer choice AND continue with non-negotiable professional learning opportunities to continue to build foundation of awareness.
2. We will create systems of measuring our progress on three levels – vertical, lateral and reciprocal – in order to hold ourselves accountable.

## What is an Equity Audit? An Analogy.

**Service:** providing shoes.

**Equality:** everyone gets a pair of shoes.

**Equity:** everyone gets shoes that fit.

**Equity Audit:** determining

(1) who “everyone” is,

(2) what constitutes “shoes,” and

(3) creating decision-making processes for how “fit” is identified and evaluated.

## **Year Zero - Next Steps**

**In collaboration with Central Office departments and PSB educators, the Office of Equity will create and implement a long term plan within the Superintendent's strategic plan, that infuses an aligned equity agenda throughout every districtwide effort.**

*“What I most regretted in my life were my silences. My silences had not protected me. Your silences will not protect you. We can learn to work and speak when we are afraid.”*

~ Audre Lorde



AUDRE LORDE — COURTESY OF THE SPELMAN COLLEGE ARCHIVES