

PUBLIC SCHOOLS of  
**BROOKLINE**



# **Year End Perspective & DEI-J Subcommittee Recommendations**

Jenee Uttaro ~ 6.6.22

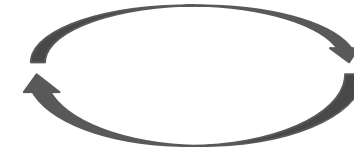
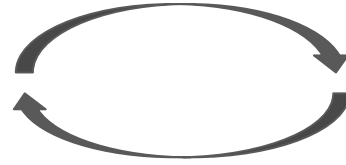
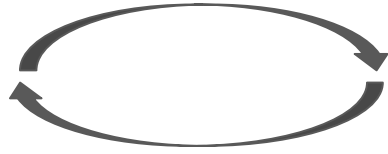
# Purpose of this Presentation

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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 current/ 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*

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.

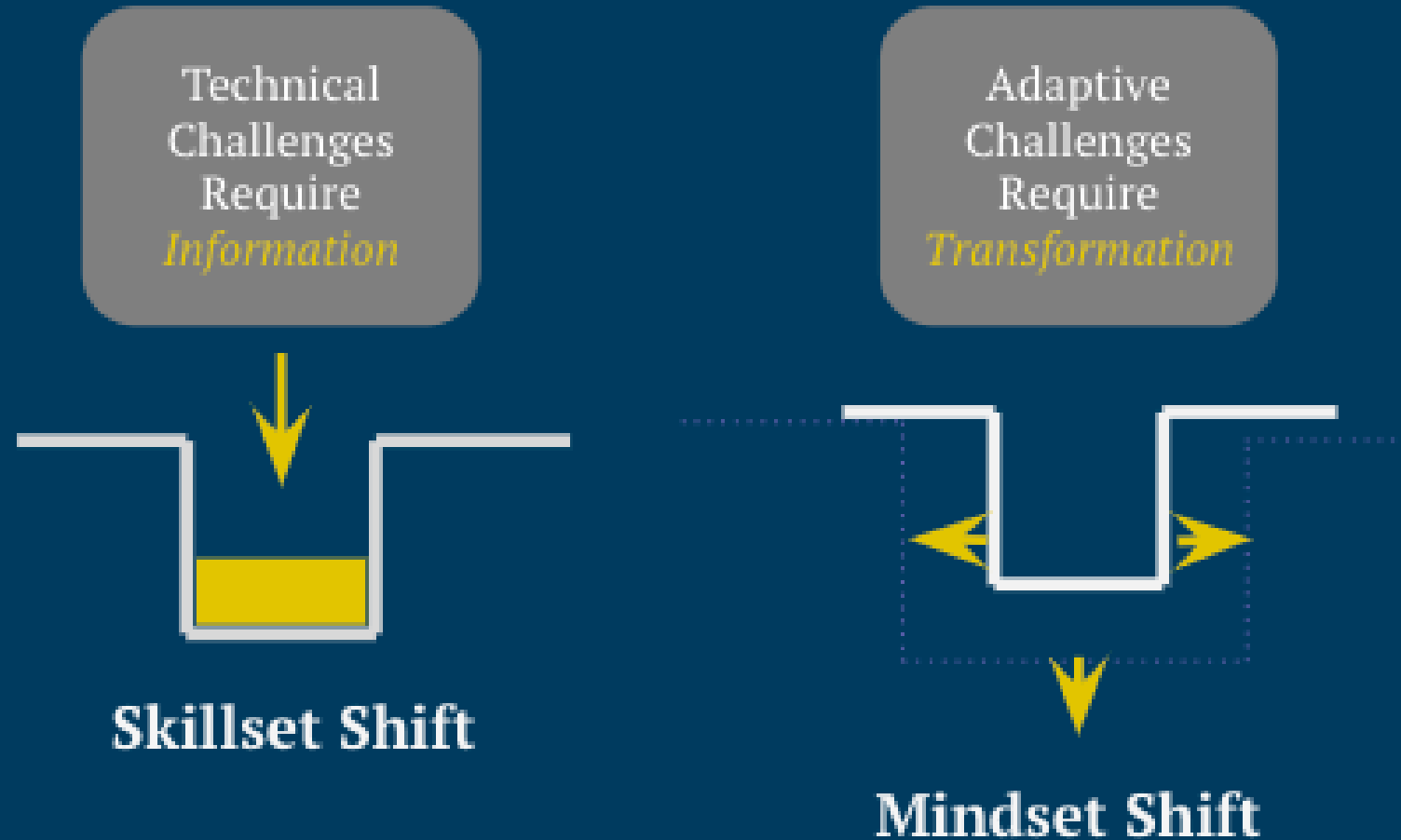
**You've been asked to help plan the party.**

**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.

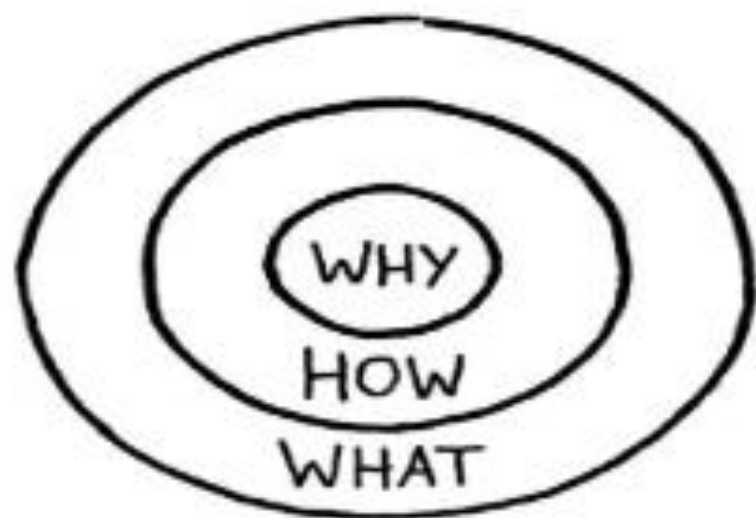
Equity is when the policies change/shift.

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

# Technical vs Adaptive Challenges



# The WHY



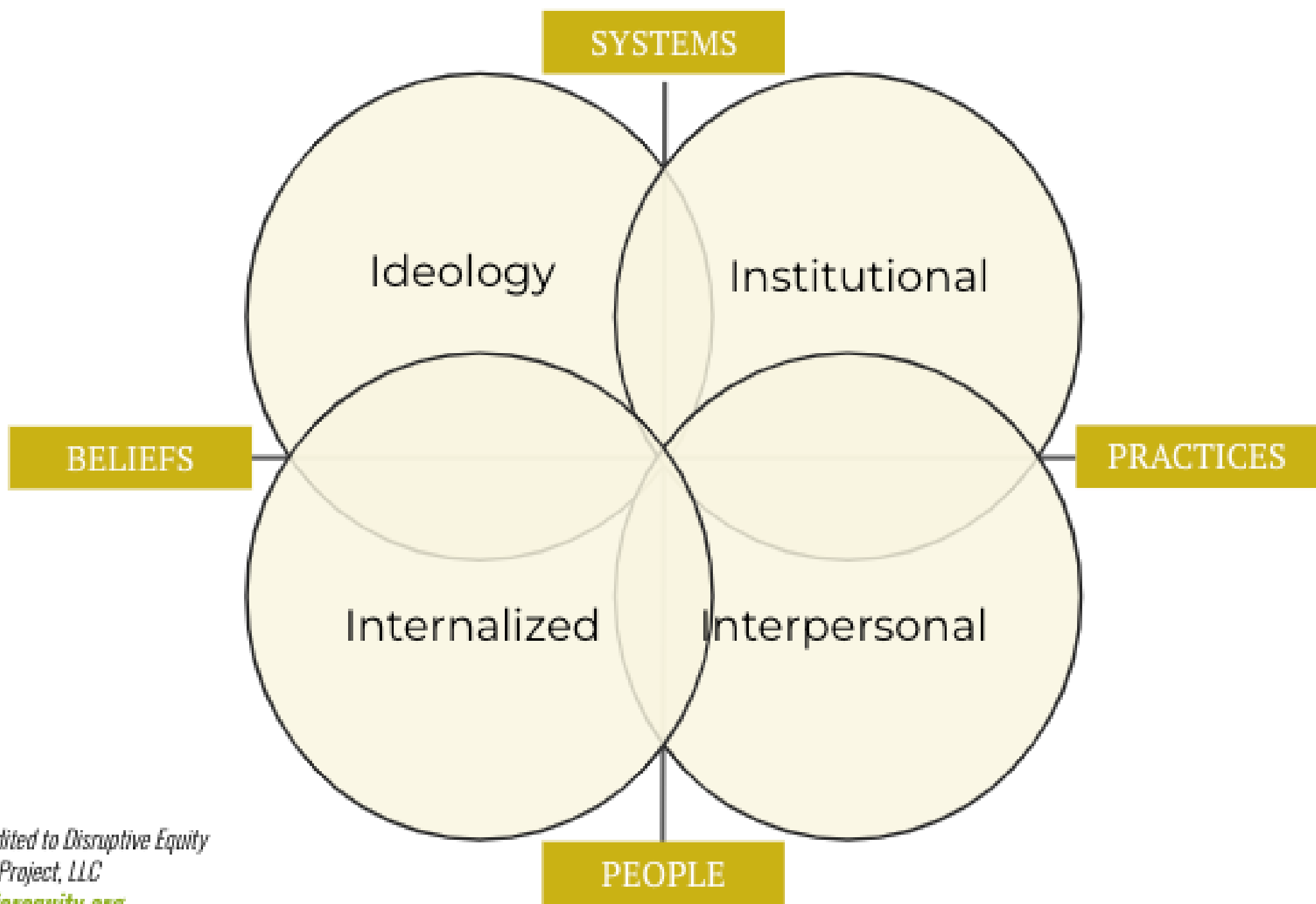
# Communicating All the WHYs

- **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

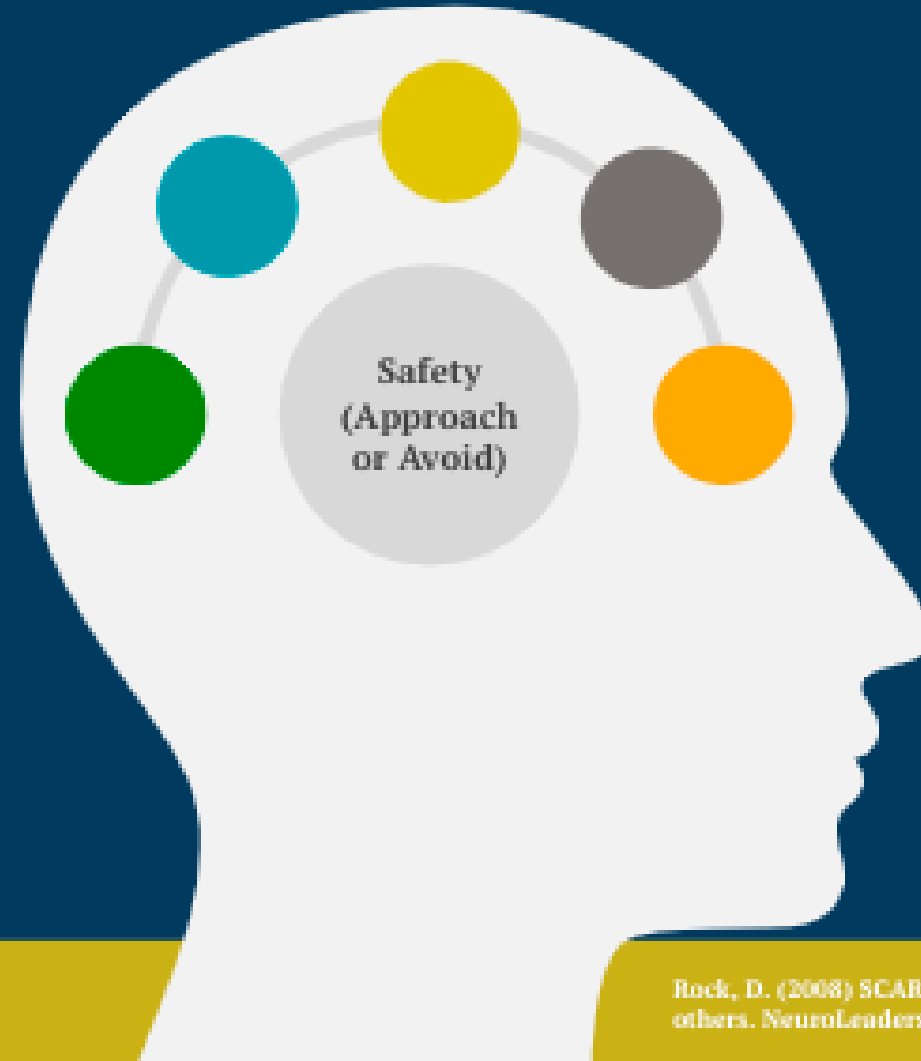


The ability to predict the future

## 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: will require getting really granular about what OE/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**

# 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.

## SENIOR DIRECTOR of EDUCATIONAL EQUITY ~ What I Do

**1. Creation & Implementation of Strategic PD for schools**  
15 hours/week

- Equity Learning Teams for 3 schools
- Customized Workshops
- Faculty Meeting Series for 7 schools
- SEED Seminars
- Equity Team Consults

**2. Support for School Leaders, 5 hours/week**

- Includes principles, coordinators, BHS deans & program leaders

**3. Fires & Repair Work, 5 hours/week**

- Includes meetings with leaders, staff & families; emailing, etc.

**4. Senior Staff/ School Committee/ DBIE-J subcommittee work**  
6 hours/week

**5. BEED Team Management & Diversity Hiring/ Education/ Retention work, 4 hours/week**

**6. SEED, 4 hours/week**

**7. Personal work and PD to support district work**  
6 hours/week

**8. Collaboration w/ Town Hall departments (OTL, OSS, EL, METCO)**  
4 hours/week

- Co-facilitation of current seminar and managing administration of the program district-wide

- MASS REDI Network HW, MSAN, MASS DEI Partner meetings

**9. General Staff support** 8 hours/week

- Includes classroom visits, student and staff meetings, consultations

**10. CARE District Parents**  
2 hours/ week

**11. District and Community Presentations (School & Parent equity groups & boards, PTOs, etc)**  
3 hours/week

**12. Evaluation of 2 Lawrence teachers; Vision planning, 1 hour/week**

# 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.

## **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.



**Thank You**