

Equity, Diversity, & Inclusion Needs Assessment 2018 – 2021 Project Summary



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Table of Contents

	Page
EQUITY & INCLUSION STEERING COMMITTEE FINAL RECOMMENDATIONS	4
Purpose of the Project	5
R-H District Priority Statement on Equity & Inclusion	9
Key Messages Shared with Steering Committee	9
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Data Sources and Methods Notes	10
Data Driven Dialogue Process	11
Needs Assessment Questions	12
Data Points Supporting Answers to NA Questions	
- Diversity Question	14
- Cultural Competence & Proficiency Questions	16
- Data addressing 3 questions: CCP2, INC4, B3	17
- Equity Questions	27
- Inclusion Questions	34
- Bias Questions (addressed with CCP2 & INC4)	17
Additional Findings from Data Collection	
- R-H Family Survey results 2019	38
- R-H Instructional Staff Survey results 2020	43
- R-H Non-instructional Staff Survey results 2020	47
- Group Comparisons 2019/20 Survey results	50
Appendix A: Definitions of Diversity, Equity, and Inclusion	53
Appendix B: Teacher Focus Group Protocol	54
Appendix C: Student Focus Group Protocol	56
Appendix D: Steering Committee Members	57

Acronyms used in this report:

- NA = Needs Assessment
- SWD = Students with Disabilities
- ELL = English Language Learners
- ED = Economically Disadvantaged

Equity and Inclusion Steering Committee Final Recommendations



The Steering Committee Final Recommendations are the culmination of the partnership between the Steering Committee and the University of Rochester Warner School team.

Recommendations are based on the findings of the Needs Assessment, and were guided by the New York State Education Department's *Culturally Responsive-Sustaining (CR-S) Education Framework*.

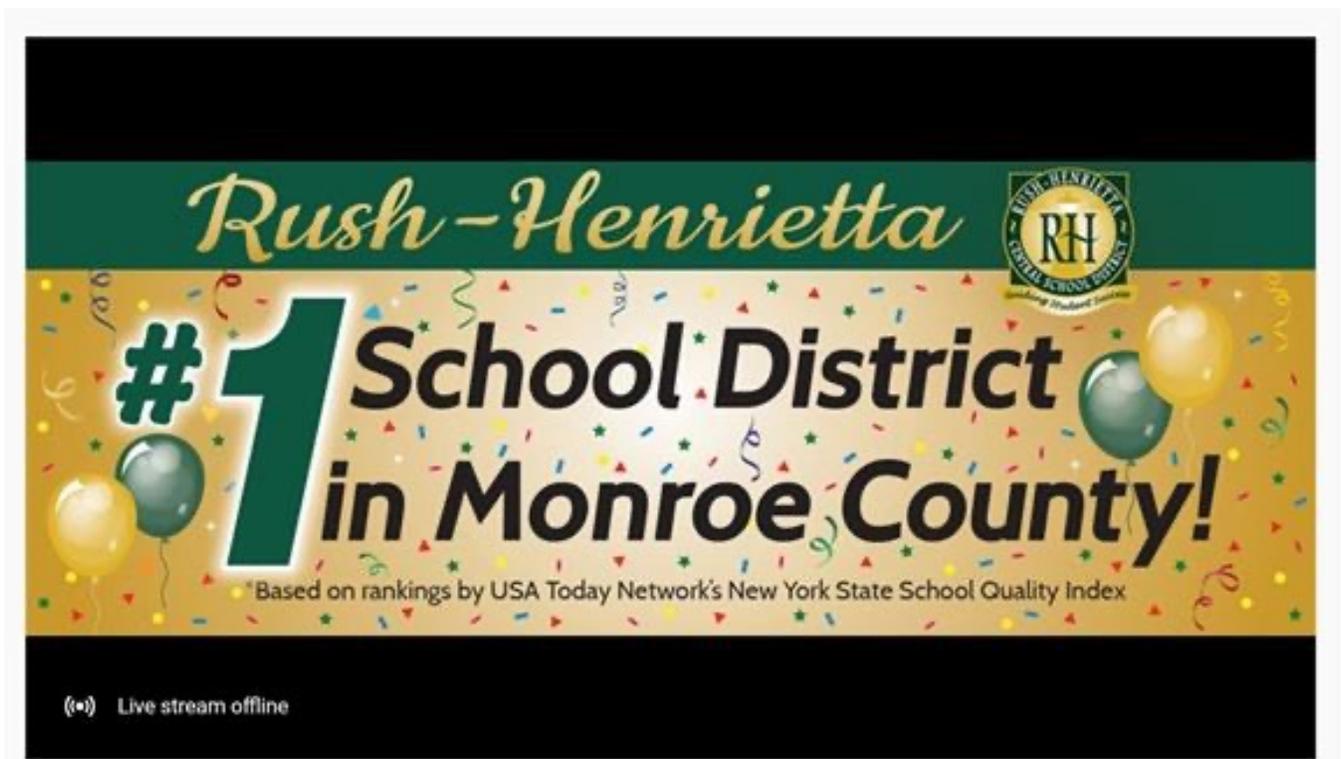
Steering Committee members were organized into four groups that align with the four main principles of the Framework:

- 1. Create a Welcoming & Affirming Environment**
- 2. Foster High Expectations & Rigorous Instruction for All**
- 3. Ensure Inclusive Curriculum & Assessment Practices**
- 4. Engage in Ongoing Professional Learning & Support**

Groups worked during monthly Steering Committee meetings to create and refine the recommendations. Steering Committee members led each group, and reported out progress at the end of each meeting.

The final set of recommendations includes 3 from each of these groups. Each recommendation identifies the need that informed it along with a small set of suggestions for implementation.

These recommendations were presented to the Board of Education on June 22, 2021.



Steering Committee Final Recommendations

Focus Area 1: Create a Welcoming & Affirming Environment

NEED: **Welcoming environments reflected in our schools and district buildings:** Help ensure school and district buildings are welcoming and affirming physical environments to the diverse students, families, and staff who make up our community

RECOMMENDATION: Assess the physical environment of all district buildings and classrooms to determine whether diverse cultures, languages, and backgrounds are reflected and valued

WHAT IT MIGHT LOOK LIKE:

- Conduct walkthroughs to determine areas of buildings where celebrating our diverse community can be made more evident
- Utilize teams to make recommendations to ensure our environments reflect all cultural identities and languages (race, ethnicity, sexual orientation, disability, religion, etc.).
- Help ensure that classrooms have signage, language, and visuals reflecting our diverse families and cultures
- Discuss measures of school climate and obtain student and parent feedback about progress in this area
- Broadly publicize opportunities for parents from diverse backgrounds to participate on district committees

Focus Area 1: Create a Welcoming & Affirming Environment

NEED: **Inclusion of student voices from our diverse community:** Ensure student voice and input in decision-making and recognize the cultural backgrounds, insights, and strengths of our diverse student population

RECOMMENDATION: Empower and amplify student voices in decision-making and planning through multiple opportunities in order to build an inclusive, respectful school environment that acknowledges and appreciates the diversity of our community

WHAT IT MIGHT LOOK LIKE:

- Schedule conference days for staff and students to plan and participate in Day of Sharing, Day of Caring, United We Stand Days, Roc2Change, and other opportunities to highlight student voice and diversity
- Provide student forums ("safe spaces") and community-building circles to amplify student voice
- Educate staff on the elements of culturally responsive teaching by using student voices to share messages with staff
- Consider building and district committees where student voice is absent and develop a plan for increasing student membership and engagement

Focus Area 1: Create a Welcoming & Affirming Environment

NEED: **Opportunities for increased diverse family engagement and collaboration:** Ensure that families feel connected to our school communities and their voices are welcomed and affirmed as district partners

RECOMMENDATION: Develop a variety of opportunities for families to connect with our district in order to ensure that our schools are welcoming and affirming places

WHAT IT MIGHT LOOK LIKE:

- Create parent forums to build relationships and obtain input
- Consider building and district committees where opportunities for increased parent voice and diversity can be leveraged
- Broadly publicize opportunities for parents from diverse backgrounds to participate in district committees, events, and volunteer opportunities
- Develop and distribute a menu of options for families at each school that may include: staff introduction videos, Bitmoji rooms, videos provided by departments or grade level teams, increased use of social media, etc.
- Provide community-building circles for parents to connect with others

Steering Committee Final Recommendations

Focus Area 2: Foster High Expectations and Rigorous Instruction for All

NEED: **Equitable academic enrichment and access to opportunities:** Help ensure equitable access to enrichment opportunities and resources for success

RECOMMENDATION: Increase communication to students and families regarding academic enrichment resources & address potential biases in recommendations for advanced/honors/AP courses

WHAT IT MIGHT LOOK LIKE:

- Consider conducting equity audits to identify disproportionate achievement outcomes on state tests, graduation and student dropout rates, AP and Honors Courses enrollment, etc. and identify ways to mitigate inequities
- Provide a range of engagement approaches for courses
- Encourage students' academic interests early on through expanded career exploration opportunities at the elementary level
- Develop culturally responsive and engaging family communication specific to academic enrichment opportunities for all students
- Consider opportunities for students to have flexibility with work and family time, respecting cultural practices while continuing to have high expectations

Focus Area 2: Foster High Expectations and Rigorous Instruction for All

NEED: **Academic rigor embedded throughout the school day:** Help ensure instructional rigor throughout all K-12 classes

RECOMMENDATION: Use school-based teams and parent partnerships to explore ways to ensure instructional rigor at all grade levels and classes

WHAT IT MIGHT LOOK LIKE:

- Consider a range of instructional strategies to increase rigor and embed effective culturally responsive teaching practices
- Explore ways to support students in becoming independent and critical thinkers
- Provide ongoing opportunities for students to apply learning to real-world situations and contexts
- Consider opportunities to partner with experts in various career fields for students to engage in learning from community partners
- Consider ways to encourage students to take academic risks in safe and supportive learning environments
- Explore grants to provide students with additional rigorous opportunities
- Discuss the importance of high expectations in social-emotional learning areas as well as areas of achievement

Focus Area 2: Foster High Expectations and Rigorous Instruction for All

NEED: **Engagement of all students in the learning process:** Help ensure full student engagement from all students from diverse backgrounds in all classes

RECOMMENDATION: Provide ongoing and creative student engagement strategies to ensure a range of strategies to engage a diverse student population

WHAT IT MIGHT LOOK LIKE:

- Utilize teams to explore ways to adapt teaching strategies to promote increased student engagement and collaboration
- Support students in identifying their learning style, individual strengths, and needs
- Review discipline data and ways to address disproportionate student discipline and its impact on engagement and student success
- Consider ways to support growth mindsets in students (learning from mistakes)
- Brainstorm ways to increase student engagement for students with a range of backgrounds including social-emotional, medical, or mental health challenges
- Continue to help ensure that students from various backgrounds hold leadership positions within the district
- Consider barriers to student engagement and ways to remove those barriers

Steering Committee Final Recommendations

Focus Area 3: Identify & Ensure Inclusive Curriculum & Assessment Practices

NEED: **Culturally relevant and inclusive curriculum:** Help ensure curriculum includes racially, culturally, and linguistically diverse perspectives and inclusion of current local and national events

RECOMMENDATION: Develop teams including a range of stakeholders (teachers, parents, students, community members, administrators) to review curricular components and identify areas of cultural relevance and gaps

WHAT IT MIGHT LOOK LIKE:

- Consider ways to increase proficiency in culturally responsive instructional strategies that help eradicate bias and adapt to diverse student needs
- Develop a framework and guiding principles for discussing current events using restorative practices/community-building circles
- Discuss ways to ensure representation of all of our diverse students in texts
- Identify a process to contribute to and access a bank of resources for discussion of current events within the curriculum
- Consider student surveys to engage student voice on diverse curriculum and instruction strategies

Focus Area 3: Identify & Ensure Inclusive Curriculum & Assessment Practices

NEED: **Social-emotional learning embedded into instruction:** Ensure that social-emotional learning (SEL) is embedded into the school day and aligned with equity, inclusion, and diversity topics

RECOMMENDATION: Evaluate the alignment between social-emotional learning and practices promoting equity, and consider the ways to ensure the development of SEL competencies among both staff and students at all grade levels

WHAT IT MIGHT LOOK LIKE:

- Utilize SEL Leadership teams in each building to ensure alignment of SEL and equitable practices
- Consider ways to expand SEL throughout the school day
- Offer additional opportunities for staff to learn about SEL strategies
- Utilize student leaders to support the building of relationships/connections at the 7-12 level (Link Crew, WEB, community-building circle facilitators, etc.)
- Expand the use of community-building circles focused on SEL competencies
- Embed concepts from CASEL's (Collaborative for Academic, Social, and Emotional Learning) focus on transformative SEL and equity

Focus Area 3: Identify & Ensure Inclusive Curriculum & Assessment Practices

NEED: **Inclusive Assessment Practices:** Help ensure multiple equitable ways of assessing in-classroom learning including a range of modalities and opportunities

RECOMMENDATION: Develop a process for school or district teams to determine multiple assessment methods and opportunities that will allow students to demonstrate knowledge and growth over time

WHAT IT MIGHT LOOK LIKE:

- Consider ways to align academic and social-emotional assessment practices with diverse student learning styles and needs
- Revisit district-wide retesting policies to ensure consistency of implementation and respect for diverse student backgrounds
- Utilize multiple modalities to allow students to demonstrate proficiency of standards
- Help ensure collaboration between the office of instruction and building teams on developing and implementing an equitable assessment plan

Steering Committee Final Recommendations

Focus Area 4: Engage in Ongoing Professional Learning & Support

NEED: **Common professional learning opportunities for our district community:** Enhance staff awareness and critical thinking about how to recognize and address inequities, and develop staff awareness and advocacy skills related to social justice issues

RECOMMENDATION: Develop a timeline of professional learning topics to cover at each school building and department within each school year

WHAT IT MIGHT LOOK LIKE:

- Map out topics to be covered related to the district priority of equity and inclusion (implicit bias, culturally responsive education, diversity, systemic inequities, etc.) and a suggested timeline to ensure consistent implementation
- Consider developing a committee of stakeholders to develop a plan of essential topics to be covered and suggestions for PD opportunities (faculty meetings, community-building circles, etc.)
- Embed the NYS Culturally Responsive-Sustaining (CR-S) Framework in professional development opportunities to raise awareness and implementation
- Expand Google platform online opportunities for self-directed learning
- Develop additional R-H "Equity Journeys" to support learning

Focus Area 4: Engage in Ongoing Professional Learning & Support

NEED: **Opportunities for strong culturally responsive practices to be shared:** Ensure opportunities for teachers to share effective culturally responsive teaching practices with colleagues and the broader district community in order to replicate these practices throughout the district

RECOMMENDATION: Use data and input to identify teachers using effective culturally responsive teaching practices and racial literacy skills, and determine ways in which these practices can be shared with colleagues

WHAT IT MIGHT LOOK LIKE:

- Consider opportunities for peer coaching and collaboration
- Have teachers present at faculty meetings/district PD
- Develop videos of teachers engaging in effective teaching practices to post on Google platform as part of a learning series
- Conduct feedback surveys/community-building circles with students on ways to further support the creation of culturally responsive classrooms
- Develop a resource platform for teachers to share effective practices
- Provide additional opportunities for staff book study groups to explore and share effective culturally responsive practices

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Purpose of the Project

The purpose of this project was to create and implement a needs assessment related to diversity, inclusion, and equity in the Rush-Henrietta Central School District, and to share and facilitate with the committee the analysis of the results/data from said assessment to inform further data collection, planning, and action steps.



R-H District Priority on Equity and Inclusion

Equity and Inclusion was one of four 2018-2019 R-H District Priorities:

Given the growing diversity of our student body and community, we need to do more to address the important connections among culture, teaching and learning. We must ensure that our programs and learning environments promote equity and inclusion.

This statement evolved as a priority for 2019-2020:

Recognizing the many kinds of diversity that exist within our school community, we are committed to strengthening the connection among culture, teaching, learning, and achievement. We will ensure that our programs and learning environments promote equity and inclusion.

This statement evolved further as a priority for 2020-2021 as well:

*The Rush-Henrietta Central School District **stands united** against racism and discrimination. Recognizing the many kinds of diversity that exist within our school community, we are **committed** to strengthening the **connection** among culture, teaching, learning, achievement, and transformation. We must ensure that our programs, curriculum, and learning environments are **culturally responsive** and **safeguard equity** and inclusion.*



Key Messages Shared with Equity and Inclusion Steering Committee

We asked the Steering Committee to keep these key questions and messages in mind as we continued our collaborative work:

1. On selecting data collection methods:

Guiding questions:

- Which is most appropriate given the needs assessment questions?
- Which methods are least disruptive to people and programs?
- Which methods are most feasible for us to carry out?

2. On looking at findings:

- We don't want to let conversations to move too quickly to solutions even though we may have some ideas about them.
- Let's sit with the data and talk about what we see, even if it makes us a bit uncomfortable (e.g., when we find out all students don't feel a sense of belonging or access).
- We're not looking to "out" people, to blame people, to make excuses for any of the findings.
- This is a learning journey, a long journey, and even just being open to and becoming aware of what is (i.e., our current state) will inspire change and action.

3. Assumptions:

- We are all well-intentioned, good people who want to see all of our children succeed in school.
- No one of us has all the answers to the many complex questions about race in a multi-racial, multi-ethnic society.
- Some of use would much rather not talk about race, but we agree to enter into this conversation under the agreement of trust and good will.

- "Assumptions" quoted from material from: Technical Assistance Center for Disproportionality (TAC-D)

Data Sources and Method Notes

DISTRICT DATA



Student enrollment, demographics, attendance, and discipline data (2017-18 school year)

- Collected from R-H District Office.
- Based on enrollment of 5154 students 2017-2018.



Staff demographic data (2017-18 school year)

- Collected from R-H District Office.



R-H Student Satisfaction Survey data (2018, 2019, 2021)

- Collected from R-H District Office



Professional Development data (2017-2019)

- Collected from R-H District Office.

DATA COLLECTED BY WARNER TEAM



Teacher Focus Groups (2019)

- Warner team conducted five brief focus groups in spring 2019 with a total of 26 teachers from 5 schools (Senior High school, 1 Junior High school and 3 elementary schools).
- Focus group protocol can be found in Appendix B of this report.



R-H Family Survey (2019)

- Adapted from the US Department of Education Survey on school culture and climate to address NA questions.
- Translated into Spanish, Arabic, and Nepalese – the three most commonly spoken languages in the district after English.
- 563 responses.
- Survey protocol can be found in Appendix C of this report.



R-H Instructional Staff Survey (2020)

- Adapted from the US Department of Education Survey on school culture and climate to address NA questions.
- 364 responses.
- Survey protocol can be found in Appendix D of this report.



R-H Non-instructional Staff Survey (2020)

- Adapted from the US Department of Education Survey on school culture and climate to address NA questions.
- 146 responses.
- Survey protocol can be found in Appendix E of this report.



Reflections from Steering Committee members

- SC Year End survey, June 2019
- Reflections collected from year end meeting, June 2020

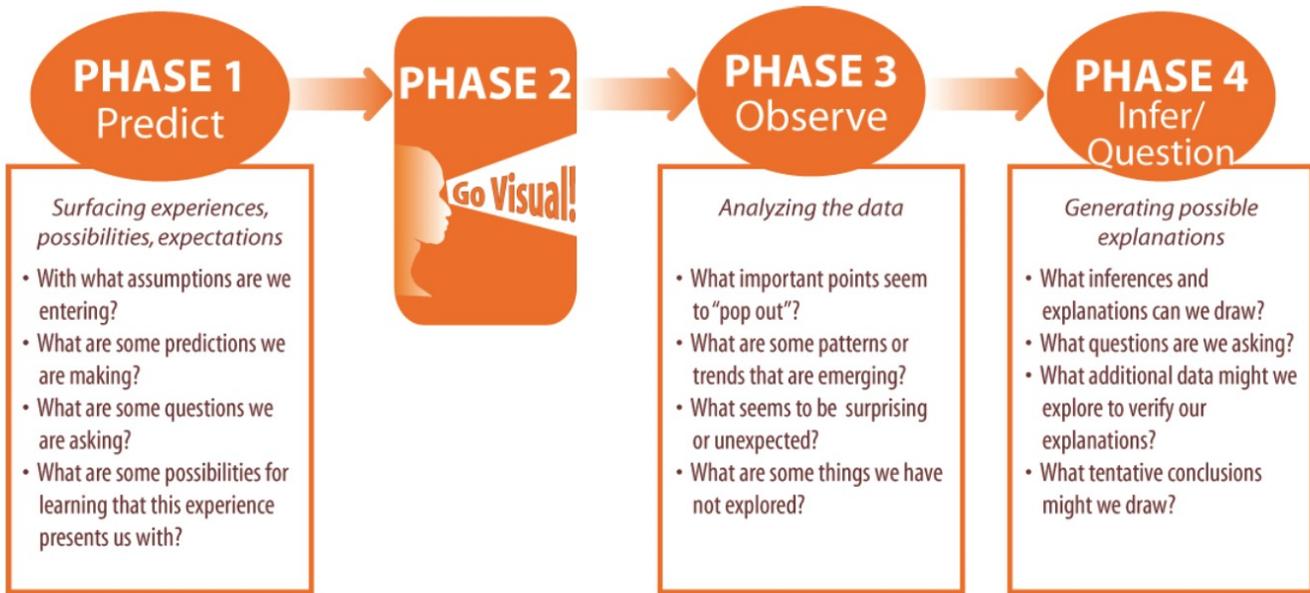


Student Focus Groups (2020/2021)

- Warner team conducted nine brief focus groups in winter 2020/2021 with a total of 28 students from 4 schools (Senior High school, Burger & Roth Junior High schools and Webster Learning Center).
- Focus group protocol can be found in Appendix C of this report.

Data Driven Dialogue Process

The Warner Team shared this framework with the Steering Committee each time we shared data during the meetings.



Adapted from B. Wellman and L. Lipton, *Data-Driven Dialogue: A Facilitator’s Guide to Collaborative Inquiry*, Sherman, CT: MiraVia LLC, 2004. As found in N. Love, K.E. Stiles, S. Mundry, and K. DiRanna, *The Data Coach’s Guide to Improving Learning for All Students*, Thousand Oaks, CA: Corwin Press, 2008. All rights reserved.

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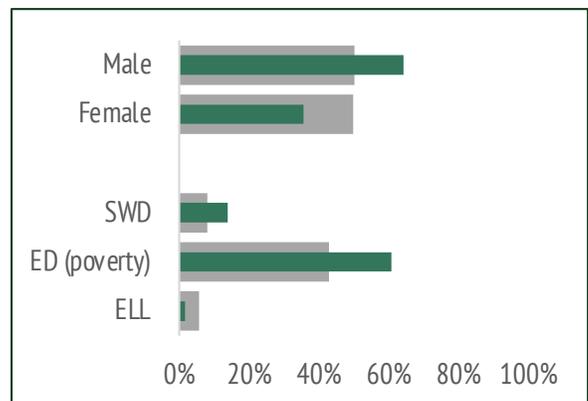
Data interpretation notes:

How to read **overlapping bar charts**:

We frequently use overlapping bar charts to see at a glance where there is *disproportionality* -- the over- or under-representation of subgroups compared to an overall population.

Green bars (narrow) = particular data point (e.g., students enrolled in a particular course)

Grey bars (wide) = /school/district level data (e.g., overall enrollment)



Needs Assessment Questions

A set of 24 Needs Assessment (NA) questions were collaboratively developed in Fall 2018 by the R-H Steering Committee on Equity, Diversity and Inclusion and the Warner Team. Questions are organized under 5 topic headings, giving each question a unique code (e.g., “CCP2”) for easy communication. We have addressed 17 of these questions during the project.

Organization of the report: The pages following these include each question that was addressed along with supporting data.

Topic	NA Question	Addressed in Report
DIVERSITY	D1: What is the current diverse make-up of R-H district at all levels and across all programs? How does the current diversity of R-H compare across the last three years?	p. 14
CULTURAL COMPETENCE & PROFICIENCY	CCP1: To what extent does R-H's education [curriculum, programming, and practices] prepare students to engage in productive dialogue about diversity and differences (e.g., race, disability, gender identity, etc.) that are reflective of R-H's student community?	p. 16
	CCP2: To what extent does the District's professional development focus on building staff capacity to engage in productive dialogue about diversity amongst R-H's community of students and amongst R-H's diverse community of students and amongst its community of staff, faculty, and parents?	p. 17
	CCP3: How do individuals in the R-H community feel about their abilities and comfort to engage in productive dialogue reflective of R-H's diverse make-up?	p. 19
	CCP4: In what ways are community organizations, groups, and agencies included as assets for informing programming and development of staff and students, and informing policies and practices of the District as they relate the school community's unique and diverse make-up?	Not addressed
	CCP5: To what extent is the unique student diversity of the District reflected in its student programming, curriculum, policies and practices?	p. 21
	CCP6: To what extent do students feel their unique cultures and values are reflected in important components of their school experiences: curriculum [materials and teaching practices used in their classes] and events/clubs sponsored at school?	p. 23
	CCP7: To what degree do students feel that they belong in the R-H community?	p. 24
EQUITY	EQ1: To what extent does the participation of students in programs and courses reflect equitable access to learning for all students in R-H's diverse school community?	p. 27
	EQ2: To what extent do the District's interventions, extensions, and general education programming reflect an equitable process for all students to receive a fair and just educational experience at R-H?	Not addressed
	EQ3: To what extent do the District's achievement data and discipline data reflect equitable outcomes for all students?	p. 32

Needs Assessment Questions

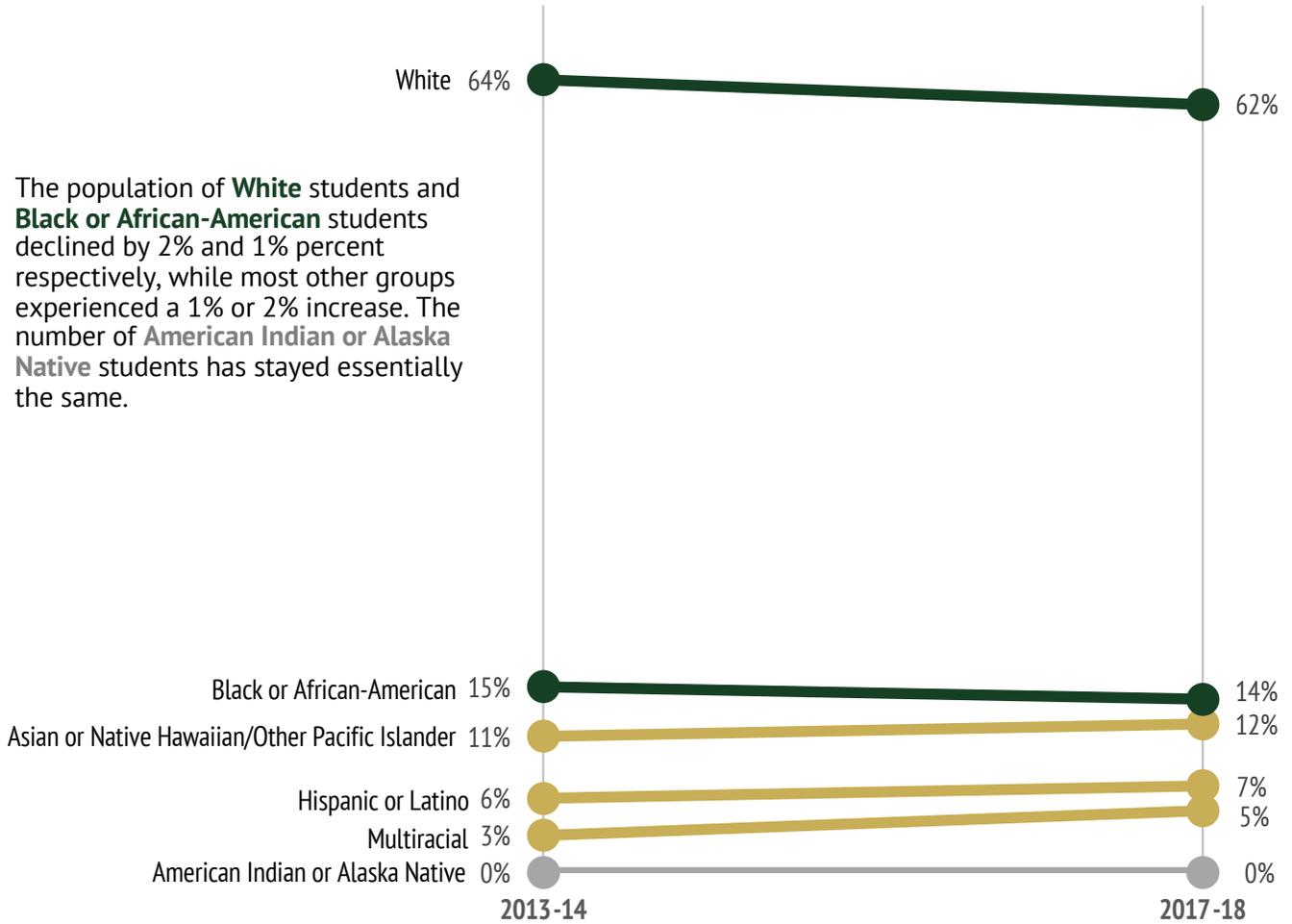
Topic	NA Question	Addressed in report?
INCLUSION	INC1: To what extent do students have opportunities to provide feedback to teachers about their learning experiences?	Not addressed
	INC2: To what degree do students feel that they have a say in structuring their learning experiences at R-H?	Not addressed
	INC3: To what extent do the student services available at R-H focus on identifying and supporting students who experience the effects of trauma? How does this match the risk profile of the R-H student community?	Not addressed
	INC4: To what extent does the professional development available to staff and faculty focus on using trauma informed practices with students?	p. 17
	INC5: How do the individuals in the R-H community feel about their abilities and comfort to engage in trauma informed practices?	p. 34
	INC6: In what ways do the practices R-H uses to develop its policies, programs, and practices provide parents an opportunity to be involved? Do these approaches reflect the diverse makeup of the R-H community?	p. 34
	INC7: In what ways does R-H ensure that parents and guardians have access to school information, meetings, and events for supporting their children [including language access]? Do parents feel this is adequate?	p. 35
	INC8: In what ways are parents/guardians encouraged to participate in classroom and school events and practices? How do parents feel about these opportunities/barriers?	p. 36
	INC9: To what extent do teachers have comfort, commitment, and supports for inclusive practices?	p. 36
	INC10: Are there policies and practices that staff, faculty, and leaders at R-H feel present obstacles to providing a inclusive and equitable learning environment and experiences for students and their families?	p. 37
BIAS	B1: To what extent are students provided an opportunity to learn about how cultural barriers of stereotype threat and bias influence their behaviors and the effects on the school community?	Not addressed
	B2: In what ways are students provided opportunities to engage in learning strategies to use in overcoming barriers of social engagement with those that are different from themselves?	Not addressed
	B3: To what extent does the professional development available to staff and faculty focus on strategies for identifying the effects of stereotype threat on working and learning, and identifying implicit and explicit bias in R-H's practices and programs?	p. 17

D1: What is the current diverse make-up of R-H district at all levels and across all programs? How does the current diversity of R-H compare across the last three years?

Changing demographics?

People often talk about “changing demographics.” Here’s what happened with regard to **student enrollment** at R-H over 5 years. No racial/ethnic group changed by more than 2%.

The population of **White** students and **Black or African-American** students declined by 2% and 1% percent respectively, while most other groups experienced a 1% or 2% increase. The number of **American Indian or Alaska Native** students has stayed essentially the same.



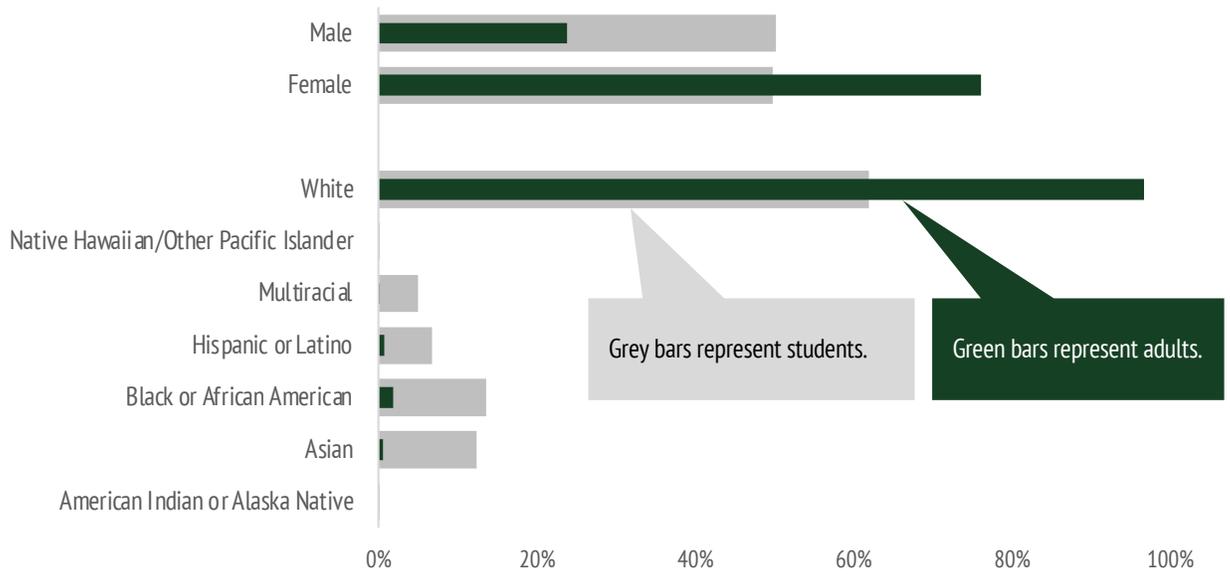
Race/Ethnicity	2013-14	2017-18	change
American Indian or Alaska Native	0%	0%	0%
Asian or Native Hawaiian/ Other Pacific Islander	11%	12%	1%
Black or African American	15%	14%	-1%
Hispanic or Latino	6%	7%	1%
Multiracial	3%	5%	2%
White	64%	62%	-2%

Some context:

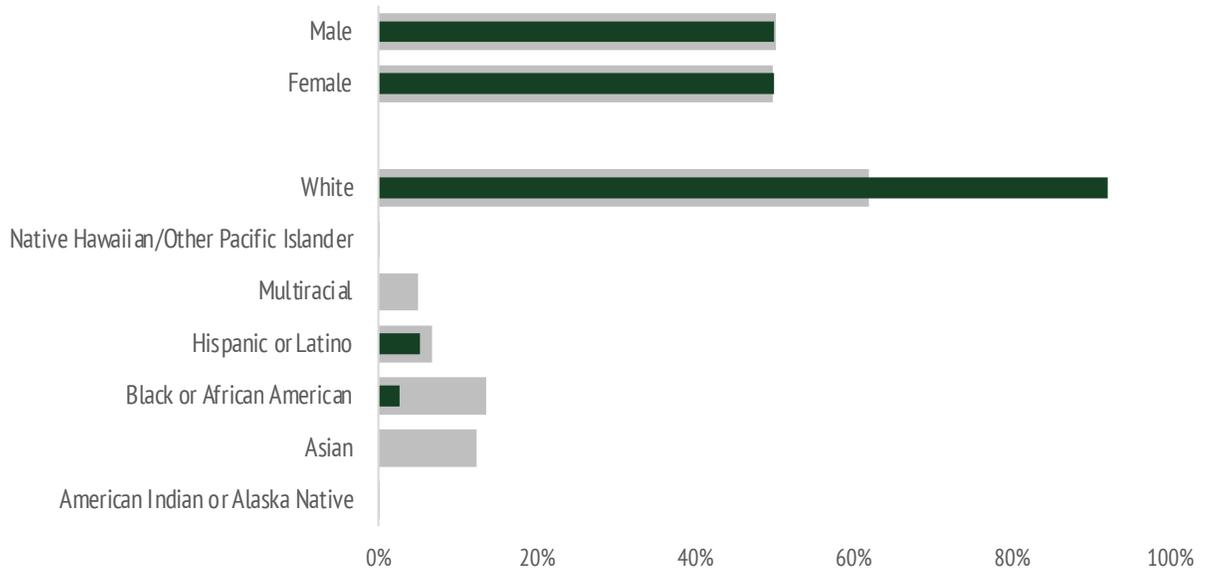
1% of 5217 = ~52 students
 2% of 5217 = ~104 students

- Can some changes over time be explained by people identifying themselves in different categories?
- There are ~35 languages spoken by our students and families who come from 30+ countries.
- This dataset does not capture all of the ethnic, economic, gender/sexual orientation or religious diversity in our district.

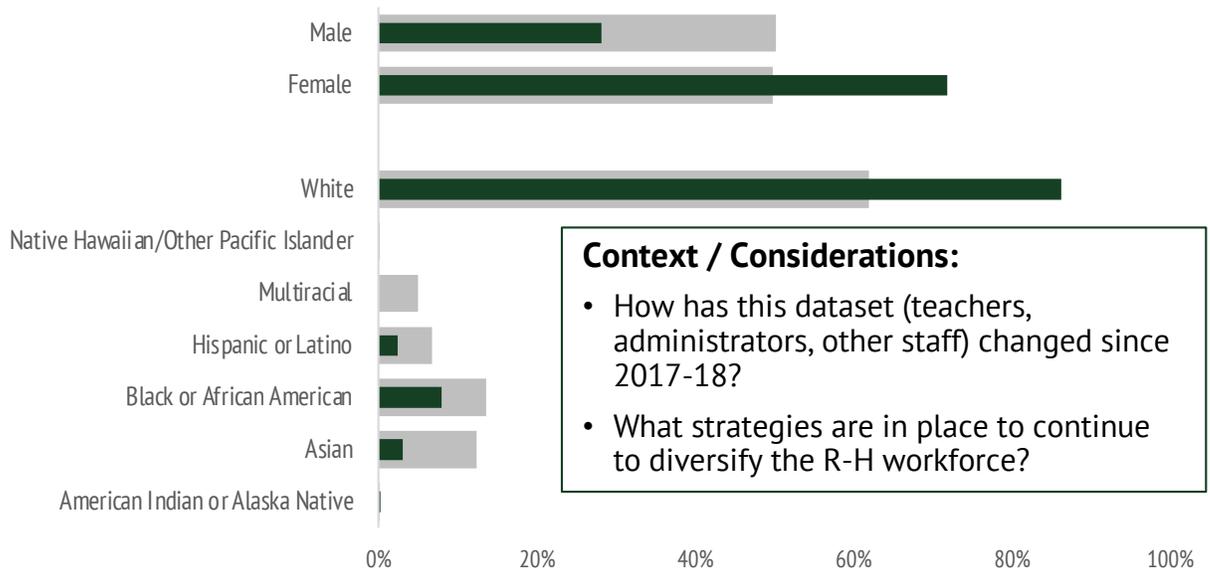
TEACHERS



ADMINISTRATORS



ALL OTHER STAFF



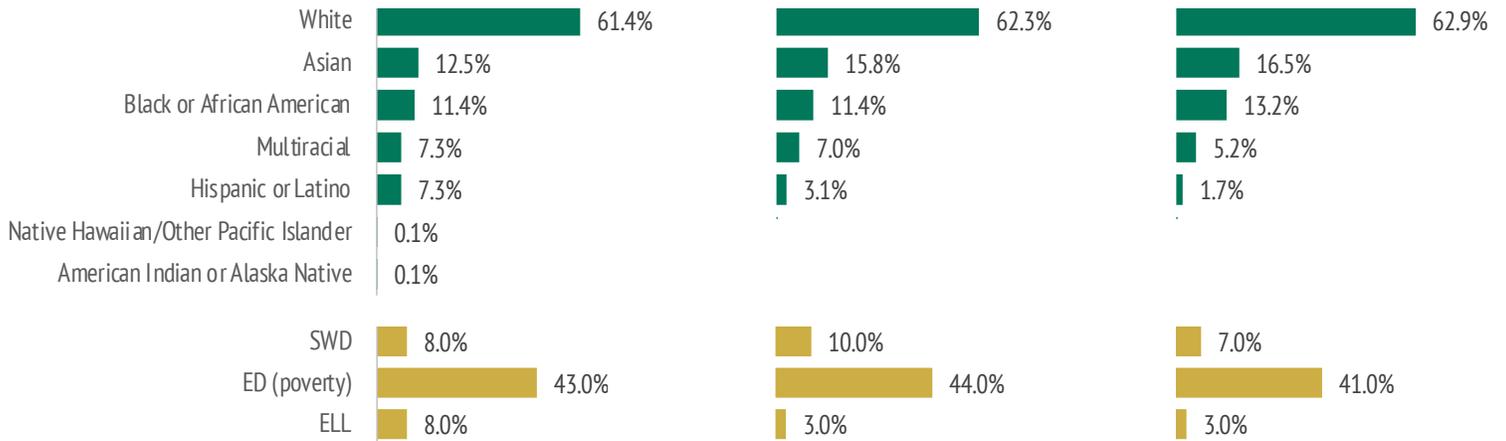
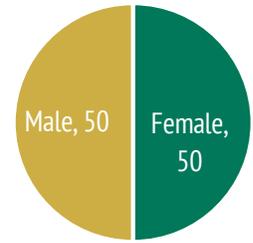
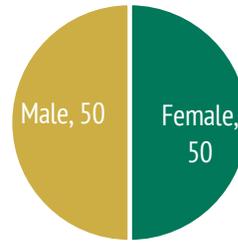
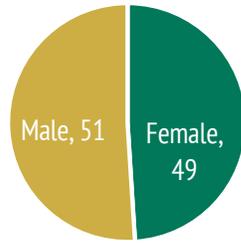
Context / Considerations:

- How has this dataset (teachers, administrators, other staff) changed since 2017-18?
- What strategies are in place to continue to diversify the R-H workforce?

Elementary (K-6)

Junior High (7-9)

High School (10-12)



CCP1: To what extent does R-H's education [curriculum, programming, and practices] prepare students to engage in productive dialogue about diversity and differences (e.g., race, disability, gender identity, etc.) that are reflective of R-H's student community?

The following themes emerged from Teacher Focus Groups (2019):

Policies

- District has not provided guidance or training about how to address immigrant families.

Community Circles

- Circles show promise as a positive step for community building, but require teacher training and time to be implemented properly.
- Community circles have a variety of different purposes which may be viewed inconsistently by teachers.
- There is a lack of top-down policies for inclusion and restoration as part of everyone's job.
- Selected teachers have been trained, but the process is perceived to be stalled.

Extracurricular Experiences for Students

- Extracurricular experiences can provide exposure to culture and difference.
- Diversity club provides support and experience to students and training for staff.
- Culture fair provided support to families and left a residual of visual representations for culture and difference.

Technology use

- Technology can limit opportunities for discussion between students due to singular focus on tasks to complete.
- Communication technologies can provide connections with parents as well as translation resources.

Source: Teacher Focus Groups, 2019

Just over half of **Instructional staff** expressed (54%) feel that students are equipped to contribute to discussions of diversity and equity, compared to 72% of **non-instructional staff** and 80% of **families** who responded to our surveys.



Source: Instructional Staff, Non-Instructional Staff Surveys, 2020 and Family Survey, 2019



***The following section addresses 3 NA questions having to do with professional development at R-H. Data came from multiple district departments.**

CCP2. To what extent does the District's professional development focus on building staff capacity to engage in productive dialogue about diversity ...

INC4. To what extent does the professional development available to staff and faculty focus on using trauma informed practices with students?

B3. To what extent does the professional development available to staff and faculty focus on strategies for identifying the effects of stereotype threat on working and learning, and identifying implicit and explicit bias in R-H's practices and programs?

R-H has invested considerable time in PD under the topics of Community Building, Students with Disabilities, English Language Learners, and Behavior in 2018-19* – each of which has strong connections to the work of Equity, Diversity, and inclusion.

This work has led to increasing efforts to engage in PD around SEL/Mental Health, Trauma, Diversity, and Bias, and the district expects to be able to offer even more PD opportunities in these specific topics in subsequent years.

*Much of the Restorative Practices PD (under the topic: Community Building) was begun in 2017-18.

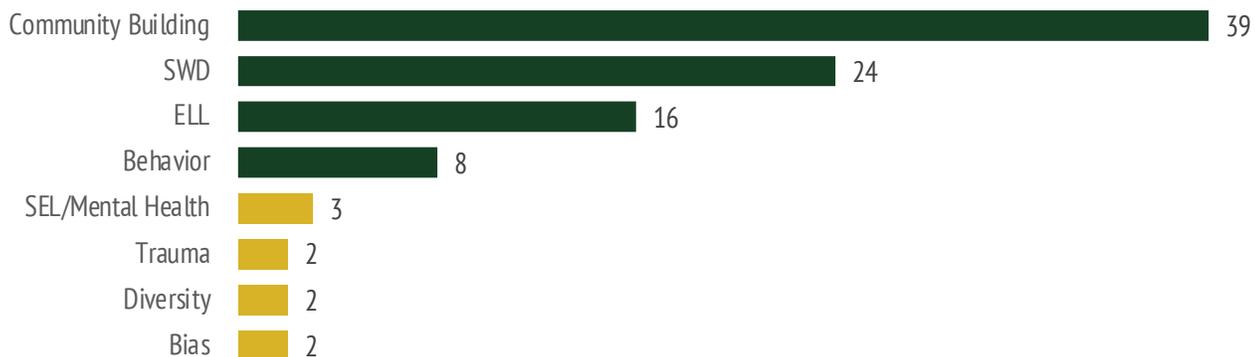
Source: Professional Development data (2017-2019)

Here is just some of the PD that R-H staff have engaged in from **2017-2019** relating to these 3 NA questions:

Community Building	English Language Learners (ELLs)	Students with Disabilities (SWDs)	Behavior, Discipline	Bias / Diversity	Trauma / Mental Health
Restorative Practices (includes Restorative Practices Overview, Community Circles, Academic Circles)	We Are All Teachers of ELLs	Co-teaching Best Practices: Building a Foundation for Success	Therapeutic Crisis Intervention for Schools	Real Talk, Real Change: Removing Barriers to Inclusive Excellence	School Nurse Teacher Conference – Trauma Informed Care Training
Restorative Practices Leadership Teams	Language Difference vs Disability	Co-teaching Best Practices: Planning & Preparation	Lost At School Book Study	Implicit Bias - Follow-up to Real Talk, Real Change	Health Aid Conference: A Happy and Healthy Office, One Student at a Time – Trauma Informed Care
Individual Restorative Practices support to schools (delivered at each site as requested)	Empowering Your ELLs		Restorative Discipline	BOCES: Diversity & Inclusivity Workshop	BOCES 2- Emergency Mental Health services/Acute Mental Health Service Panel Discussion
	Literacy for ELLs		TLC: Motivating and Managing Hard to Reach, uninterested and Disruptive Children	Diversity Symposium of Thought Leaders	PESI- Mental Health Issues in the Classroom: Practical/Strategies for Helping Children and Adolescents Succeed
					Healthy Minds, Healthy Schools: Mental Health Education Regional Summit

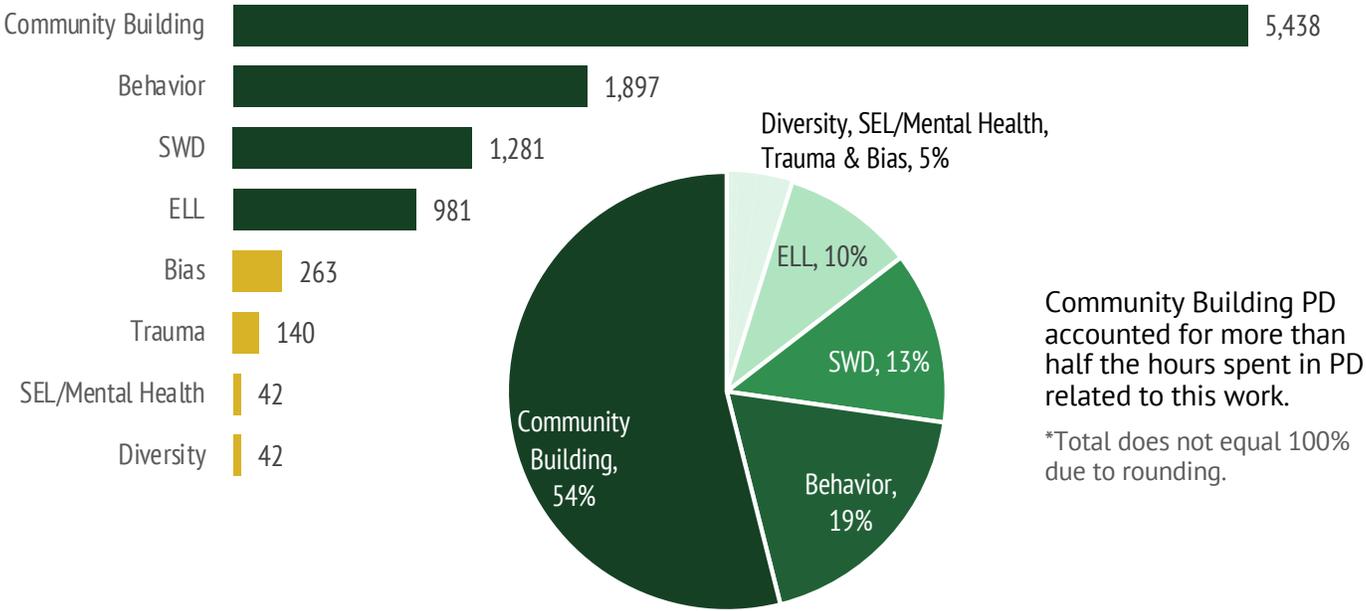
Source: Professional Development data (2017-2019)

Number of Courses/Events by Topic



Combined, this represents more than 10,000 hours of professional learning!

Number of Participant Hours by Topic



Community Building PD accounted for more than half the hours spent in PD related to this work.
 *Total does not equal 100% due to rounding.

Source: Professional Development data (2017-2019)



CCP3: How do individuals in the R-H community feel about their abilities and comfort to engage in productive dialogue reflective of R-H's diverse make-up?

• Dialogue

- Class subject matter provides a basis for productive dialog (social studies and English, where possible).
- Teachers and counselors have a wide range of comfort and use different techniques to use discussion as a means to address difference. Some teachers find diversity of school to be a strength.
- Teachers need be able to build trust and have tough conversations with students in both planned and impromptu ways to restore school community bonds.
- Teachers are not trained how to dialogue with students about culture and difference. Many teachers commented that they rely on their intuition for how to deal with issues such as students from different groups, personal concerns / levels of trauma, and English language skill and culture.
- The current political climate increases the stress level of students and families.

• Family pressure regarding diversity initiatives

- Teachers reflected fear of retribution if productive dialog about difference is taken out of context.
- Staff commented that they walk a tightrope between promoting inclusion and dealing with parent politics. Parent concerns weigh heavy over teachers' approach to diversity and inclusion. Teachers feel pressured "feel good" with parents rather than having hard conversations for the benefit of diversity and inclusion.

• Source: Teacher Focus Groups, 2019

All three groups surveyed – **families**, **instructional staff**, and **non-instructional staff** - responded to the following statements about whether they, staff, and students are equipped to contribute to discussions of diversity and equity. **Families** indicated the highest levels of agreement around themselves and students, while **non-instructional staff** felt the strongest about staff's readiness to contribute to those conversations. **Instructional staff** expressed the least agreement among the groups that students are equipped to contribute to these conversations.

	Instructional Staff	Non-Instructional Staff	Families
I feel I am equipped to contribute to discussions of diversity and equity.	81%	75%	88%
I feel staff are equipped to contribute to discussions of diversity and equity.	67%	90%	82%
I feel students are equipped to contribute to discussions of diversity and equity.	54%	72%	80%

Source: Instructional and Non-Instructional Staff surveys, 2020 and Family Survey, 2019



CCP5. To what extent is the unique student diversity of the District reflected in its student programming, curriculum, policies and practices?

Families who responded to the 2020 survey largely agree that their schools encourage participation in extra-curricular activities, offer high quality programs, celebrate differences and diversity and provide instructional materials that reflect students' backgrounds.

	AGREE	DISAGREE
This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	74.0%	26.0%
This school celebrates differences and diversity as a strength in our community.	89.0%	11.0%
This school has quality programs for my child's talents, gifts, or special needs.	81.7%	18.4%
This school encourages students to participate in extra-curricular activities, such as sports, events/clubs, performance groups no matter what their race, ethnicity, nationality, and/or cultural background.	90.3%	9.7%

Source: Family Survey, 2019

While nearly $\frac{3}{4}$ of **families** believe that school provide instructional materials that reflect student's cultural background, ethnicity, and identity, only 58% of **instructional staff** who responded to the 2020 survey agree with this. **Instructional Staff**, like **families**, largely feel that school celebrate differences and diversity.

At this school, instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity are provided.	58%	42%
This school celebrates differences and diversity as a strength in our community.	84%	16%

Instructional staff largely feel that students are encouraged to take challenging classes (89%) and that the importance of respect for students of all sexual orientations is emphasized (85%), but are more divided on other issues pertaining to the extent to which student diversity is reflected in curriculum, policies, and practices. Fewer than half (49%), for example, agree that the program and resources at their school are adequate to support students with special needs or disabilities, and fewer than that (39%) agree that the school provides materials, resources, and training needed for trauma-informed practices.

At this school, students are encouraged to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background.	89%	11%
At this school, the importance of respect for students of all sexual orientation is emphasized.	85%	16%
This school provides quality counseling or other services to help students with social or emotional needs.	73%	27%
This school provides the materials, resources, and training necessary for me to engage in productive dialogue about diversity and equity.	70%	31%
This school places a priority on helping students with their social, emotional, and behavioral problems.	64%	36%
This school places a priority on addressing students' mental health needs.	63%	37%
This school provides the materials, resources, and training necessary for me to support students in engaging in productive dialogue about diversity and equity.	59%	41%
The program and resources at this school are adequate to support students with special needs or disabilities.	49%	51%
This school provides the materials, resources, and training necessary for me to engage in trauma informed practices.	39%	61%

Source: Instructional Staff Survey, 2020

The following themes emerged from Teacher Focus Groups (2019):

Impact of Libraries

- Libraries at school or community can provide media resources that reflect the community. They contain diverse sets of books that are not used in the classroom.
- Some librarians are at the forefront of choosing and displaying materials that reflect school diversity.

Visual Evidence of Difference

- There is not a clear unified effort to use visual displays to enable district initiatives regarding difference and inclusion. Images of different student groups are not prominent in all schools.
- Teachers were not immediately clear if the school community is depicted in visual representations within the school.

Demographics and Representation

- Many different cultures, backgrounds, and abilities are part of R-H.
- Perception that staff is not diverse - demographics do not reflect student population.
- Student economic diversity is not addressed
- There is a perception that junior high schools differ in terms of teachers and student body demographics.
- Given the low number of staff of color, these staff feel pressured and concerned about high expectations for them.

Overall Curriculum Implementation Issues

- Individual teacher initiative is the main determinate of adoption of new practices.
- Perception that curriculum is set without a chance to modify or test scores will be impacted.
- Software package used to input curricular materials constrain material choice.
- Pressure to achieve assessment goals leaves

little time to implement inclusive practices and community circles.

- Teachers need to put their own spin on provided materials to reflect cultures in the school community. Teachers must make a conscious decision, take it upon themselves, and sacrifice their personal time to research or modify materials to reflect school diversity.
- Teachers can create new and interesting units with greater representation, if given time.

Math

- Math is not perceived as a culturally relevant content area.
- Some names in math problems are derived from different cultures, but the situations are still mainstream middle-class.

English and Social Studies

- New York State curriculum is a framework that does not necessarily represent the diversity of the school community. In particular, books in the curriculum do not reflect the diversity of the district. Some cultures/nationalities (particularly, China, Middle East, and Pakistan) are not visible.
- Resources for books and media are needed to enable teachers' efforts to include new culturally-rich materials.

Source: Teacher Focus Groups, 2019



CCP6: To what extent do students feel their unique cultures and values are reflected in important components of their school experiences: curriculum [materials and teaching practices used in their classes] and events/clubs sponsored at school?

- **Asian and Hispanic students** showed less awareness of extra-curricular activities than **White students**.
- **African American students** showed less interest in available elective courses than **White students**.
- **Students who identify as genders other than boy or girl** are less aware of available extra-curricular activities, feel less likely to be acknowledged in school, and think school provides less resources

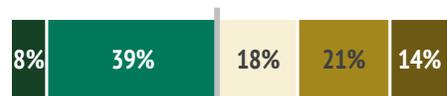
Source: Annual R-H Student Satisfaction Survey (2019); statistically significant findings

- 82% of students agree students of different cultural backgrounds get along. **Black and multi-racial students** report lower levels of agreement compared to **Asian** students and White students counterparts.
- **Multi-racial students** feel less comfortable or respected in their school environment compared to **Asian students**, who reported they feel comfortable or respected in their school environment.
- **Multi-racial students** report a lower level of enjoyment attending school than their counterparts. On average, **Asian students** reported they enjoyed coming to school more than any other group.
- **Asian students** reported a lower level of attendance in extracurricular events compared to **White students**, which is consistent with previous data showing **Asian students** and **Hispanic students** reporting a lower level of awareness about the extra-curricular activities.

Source: Annual R-H Student Satisfaction Survey (2021); statistically significant findings

■ Strongly Agree ■ Agree ■ Not sure ■ Disagree ■ Strongly Disagree

Prior to COVID-19, I regularly attended school-sponsored events such as dances, sporting events, student performances, or other school activities.



I am aware of extra-curricular activities that are available to students and how to become involved in those activities that may interest me.



Source: Annual R-H Student Satisfaction Survey (2021)

During Student Focus Groups, secondary students identified several ways in which the curriculum is not inclusive, and therefore less accurate:

- Eurocentric view of history
- Misrepresentation of cultures
 - Reinforcing stereotypes (e.g. all people in Africa still live in huts)
 - Not recognizing all parts of U.S. history (“All the people that colonized land and stuff, they are seen like they’re heroes”)
- Lack of positive representation and contribution to society (“I like to learn about my own history and not the only bad thing that really happened to us in history.”)

Students also talked about their discomfort with talking about race, education and training of their teachers, and the fact that some teachers do “get it”

“Honestly, the reason why I’m uncomfortable when topics about race and gender and stuff comes up it’s because the teacher seems so uncomfortable and I don’t trust them to address problems if other students say something stupid.”

“There should be training to be able to talk about this stuff- not just for teachers but also for students. And much younger. I mean it’s about listening and learning about others and growing from what you learn. We don’t all have to agree either, but we need to be able to appreciate differences”.

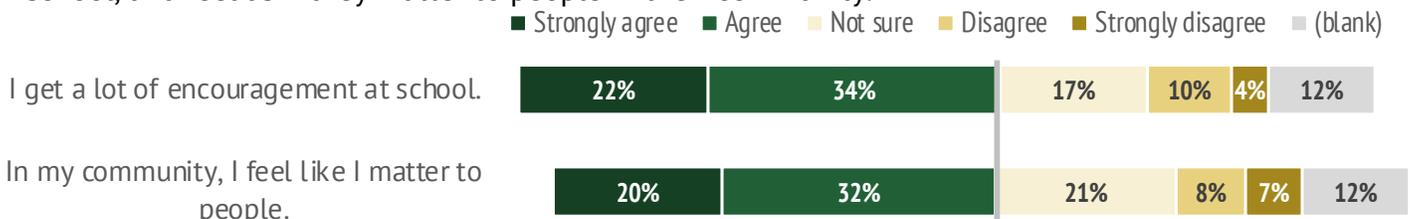
“There are some teachers who get it and some teachers who don’t. It’s ... I don’t know, you just know who understands and who care about you like a person, you know, they aren’t just looking at me like I’m a chore, they care about me and my life outside of school”.

Source: Student Focus groups (2020/2021)



CCP7: 7. To what degree do students feel that they belong in the R-H community?

More than half of students who responded to the 2018 survey agree they get a lot of encouragement at school, and feel as if they matter to people in their community.

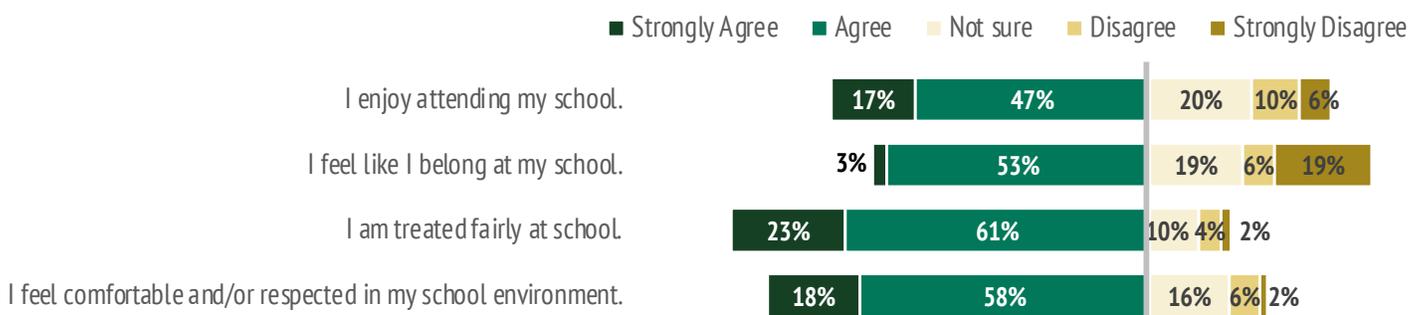


Source: Annual R-H Student Satisfaction Survey (2018)

- 24% of students do not feel there is an adult at their school with whom they can talk if they have a problem.
- 73.3% of students reported they can regularly focus on their work.
- Students of Multi-racial background on average are less likely to be able to focus on their work compared to their counterparts.

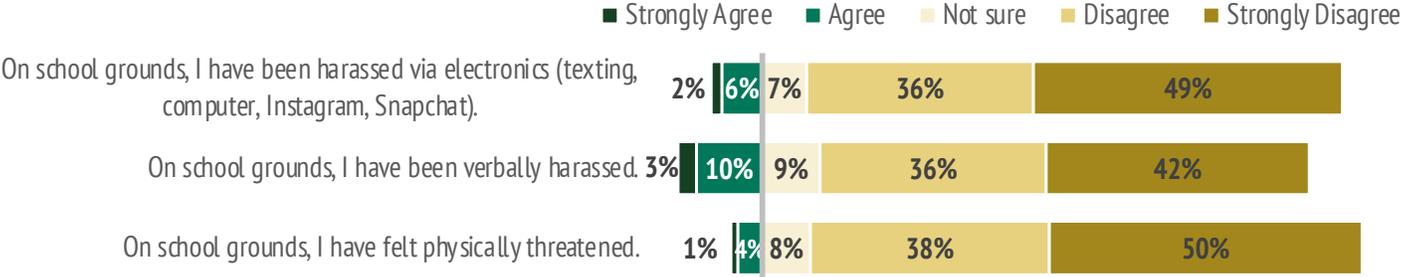
Source: Annual R-H Student Satisfaction Survey (2021)

While a majority of students who responded to the 2021 survey enjoy attending school (64%), feel a sense of belonging (56%), feel they are treated fairly (84%), and feel comfortable in school (76%), a substantial number of students do not. One quarter of students do not feel as if they belong at their school.



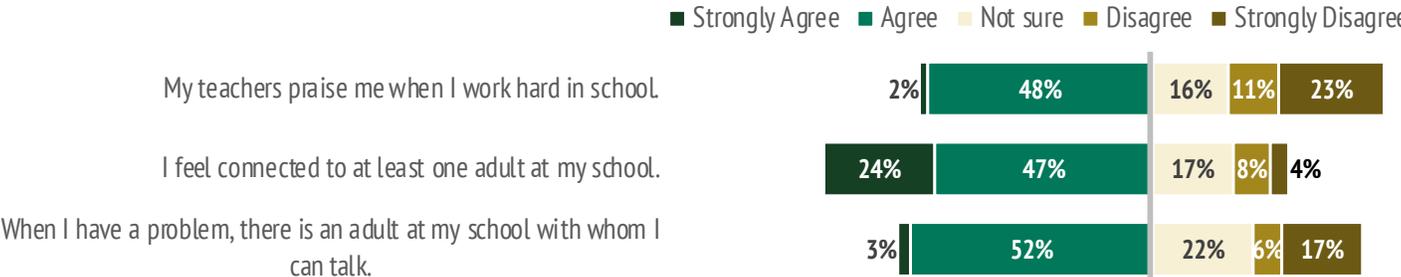
Source: Annual R-H Student Satisfaction Survey (2021)

While a vast majority of students who responded to the 2021 survey do not report being harassed or physically threatened on school grounds, 13% indicate they've been verbally harassed; 8% indicate they've been harassed via electronics, and 5% have felt physically threatened.



Source: Annual R-H Student Satisfaction Survey (2021)

While 71% of students feel connected to at least one adult at school, a statistically significant finding is that nearly one quarter (24%) of students do not feel there is an adult at their school with whom they can talk if they have a problem.



Source: Annual R-H Student Satisfaction Survey (2021).

"I have my first Black teacher this year and it's just good to see someone that, in a profession, that's doing good stuff and teaching people. And you can just relate to things. It's,... I think I don't want to say it's easier to talk to someone in the same race, but there's some problems that you wouldn't want to talk to another teacher, because they wouldn't relate to it as much. "

"I've realized that if I have a teacher that I like or relate to more, I generally seem to do better in that class because I pushed more... like I put more effort into it."

"There was a lot of racism towards Asian people when I was growing up here and I never realized it until when I started thinking about it now, but everyone would always make those eyes with me and they would always do the Ting-Tong thing. And they would always be telling me that I'm Chinese and always getting me mixed up with other Asian girls that looked nothing like me. All these things kept piling up and that's where I started having issues with my identity. It just didn't make me feel how to be Asian. And we never really learned about Asian people in history."

During Student Focus Groups, secondary students identified what makes them feel welcome with regard to the school environment, programming, and people.

- Students identified having visual cues as making school a welcoming place. E.g. clean and presentable building; multiple languages; LGBTQ stickers.
- Several students mentioned that the new student orientation really makes students feel welcome.
- Having clubs like LGBTQ clubs makes student feel they have a safe place.
- Generally students described teachers as welcoming and caring and often pointed out that it was students and peers who are unwelcoming.

"Yes, and no, it's kind of welcoming, because the school itself is pretty welcoming. They accept people. There is people you can talk to about things. But I feel like the students weren't as accepting, because... they were probably raised different, or they live in a household that don't accept people, their sexualities, and race, and stuff like that."

Students also talked about fair treatment in schools especially with regard to some students being “teacher’s pet,” student to student microaggressions, and inconsistency or lack of transparency.

- Students mentioned that while students don't always get treated badly, that teachers seem to have favorite students who they treat better than others. They often get more encouragement, are less likely to get into trouble.

"It's kids that make fun of other kids for their appearance, which kind of sucks. I feel like sometimes it's not even that they mean it, it's that they want to look cool in front of their friends."

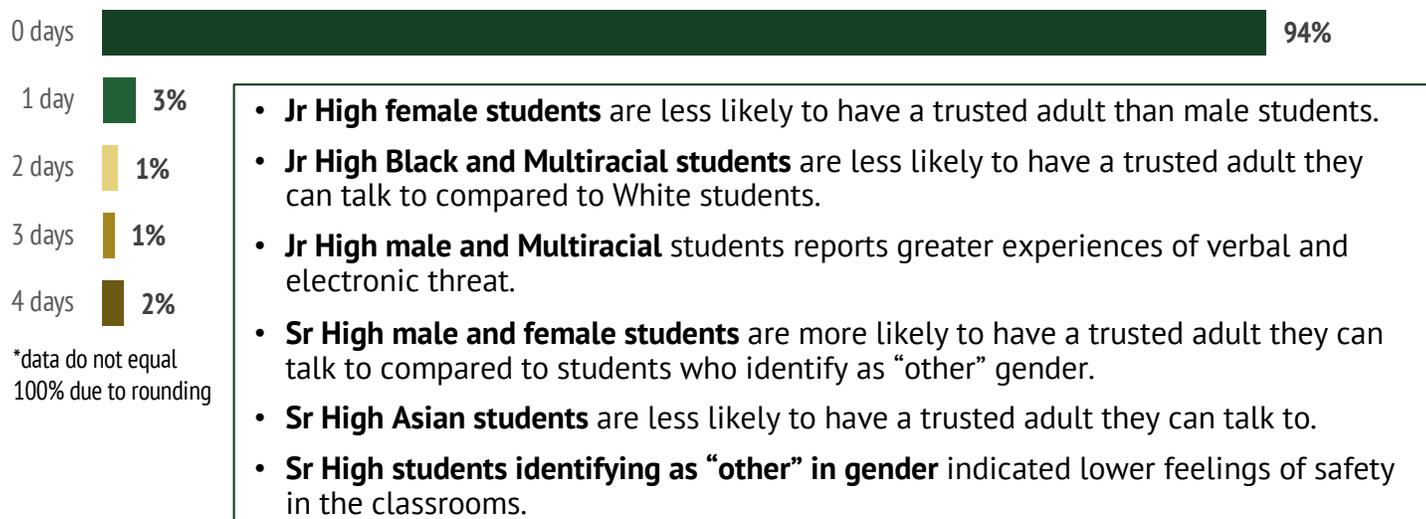
- Students mentioned that they don't always feel they would report unfair treatment, discrimination, or harassment for different reasons. 1.) won't change the perpetrator's behavior; 2.) worried about snitching; 3.) teachers look for fastest way to resolve instead of understanding the situation.

"I personally do not [think people get treated fairly at this school], because like we were talking about before, people, like students and staff, who have stronger opinions about things than other people, so they are going to be treating you differently because of what they believe, or what they think. But there is also people out there, like we were talking about before, who will accept you, listen to you, and will encourage you. So there is always people or a group of people out there who will always try to break you down, and hate you, and make sure you don't be who you want to be. They want to keep you in this little box, and discourage you as much as they can."

Source: Student Focus groups (2020/2021)

While the vast majority of students who responded to the Student Satisfaction survey indicated they did not miss school due to feeling unsafe, about 6-7% did report missing 1-4 days for this reason.. This percentage can potentially represent over 300 students.

During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or unsafe on your way to or from school?



Source: Annual R-H Student Satisfaction Survey (2018); statistically significant findings

Students who identify as genders other than boy or girl:

- Feel less safe in school (classrooms, hallways, and bus) and more physical threats, verbal harassment
- Think the use of technology is less likely helpful support their learning
- Are significantly less likely to focus in class
- Feel school is less enjoyable
- Feel less likely to be acknowledged in school

Non-white students experience certain aspects of school differently than White students.

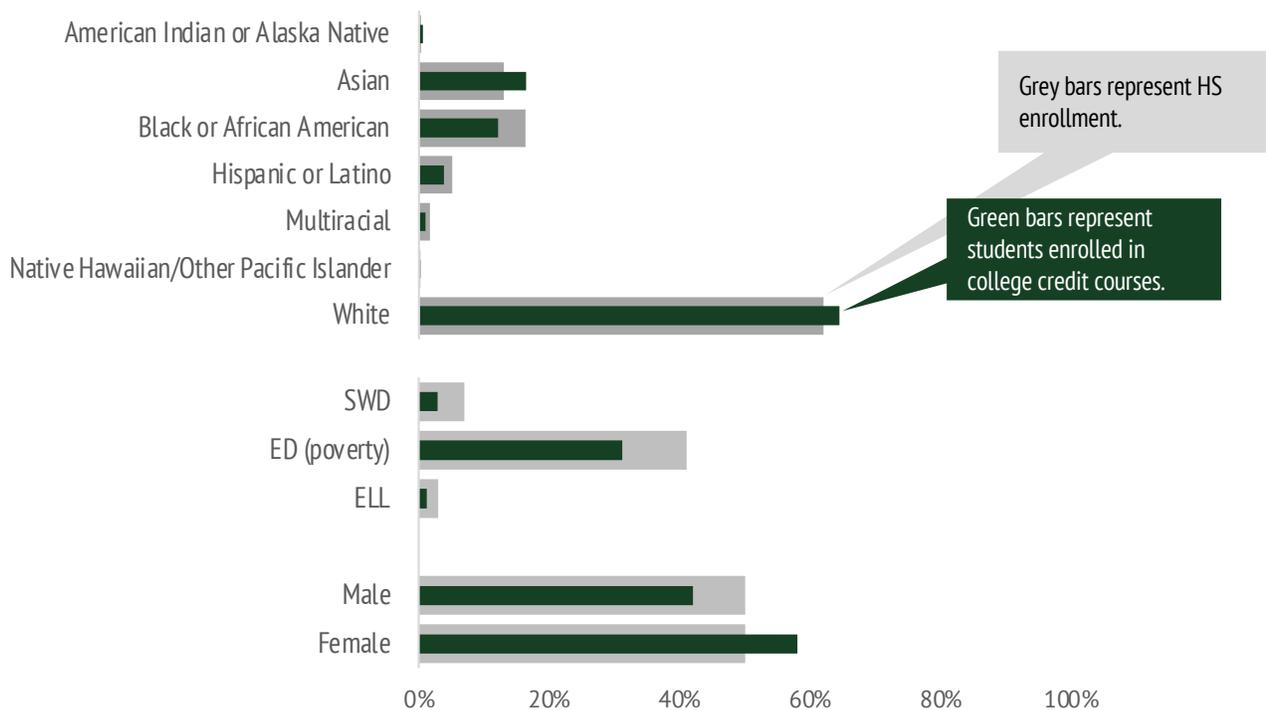
- **Asian students** enjoy attending school more than **African American, Hispanic, Multi-racial, and White students.**
- **African American** students are less likely to talk to an adult in school when they have a problem than **White students.**

Source: Annual R-H Student Satisfaction Survey (2019); statistically significant findings

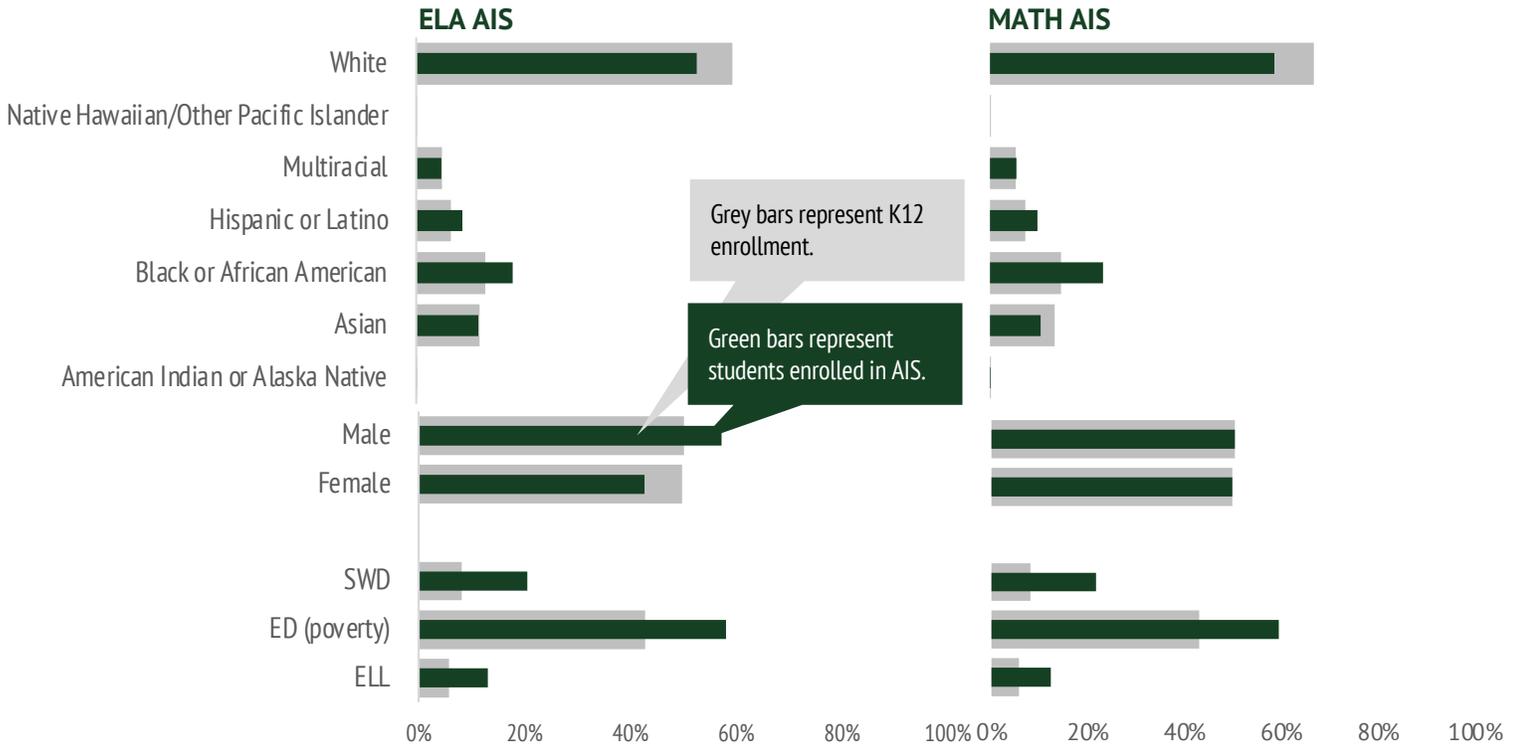


EQ1. To what extent does the participation of students in programs and courses reflect equitable access to learning for all students in R-H's diverse school community?

Students enrolled and completing college credit courses compared with HS Enrollment (2017-2018)



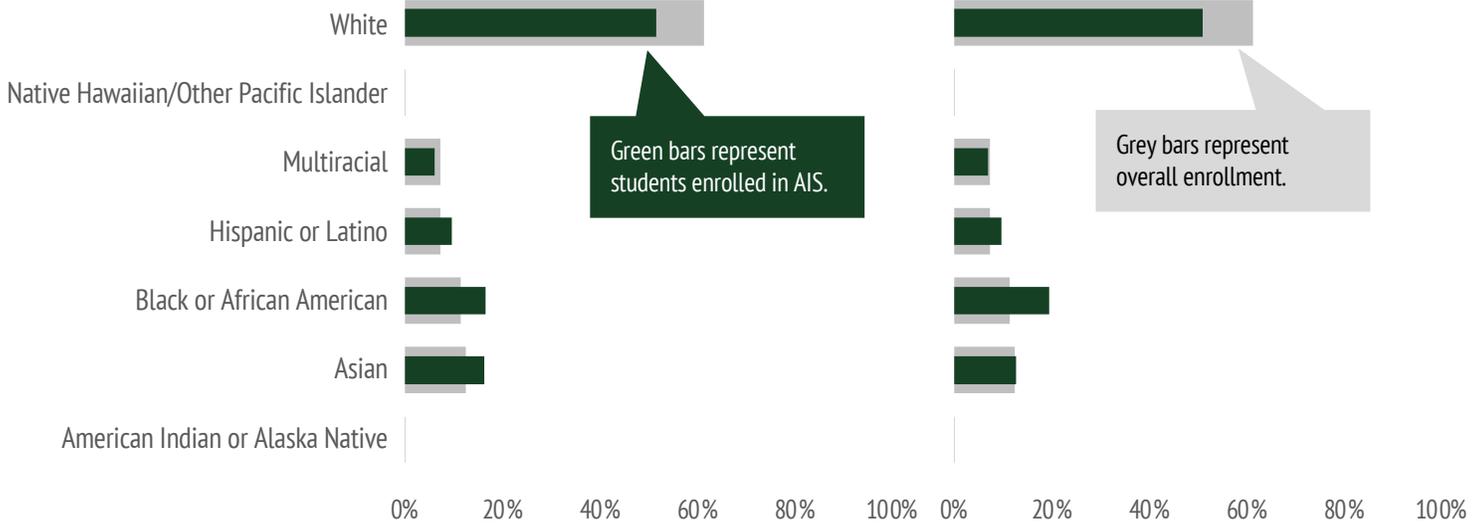
Students enrolled in ELA and Math AIS compared with K-12 Enrollment (2017-2018)



Elementary AIS

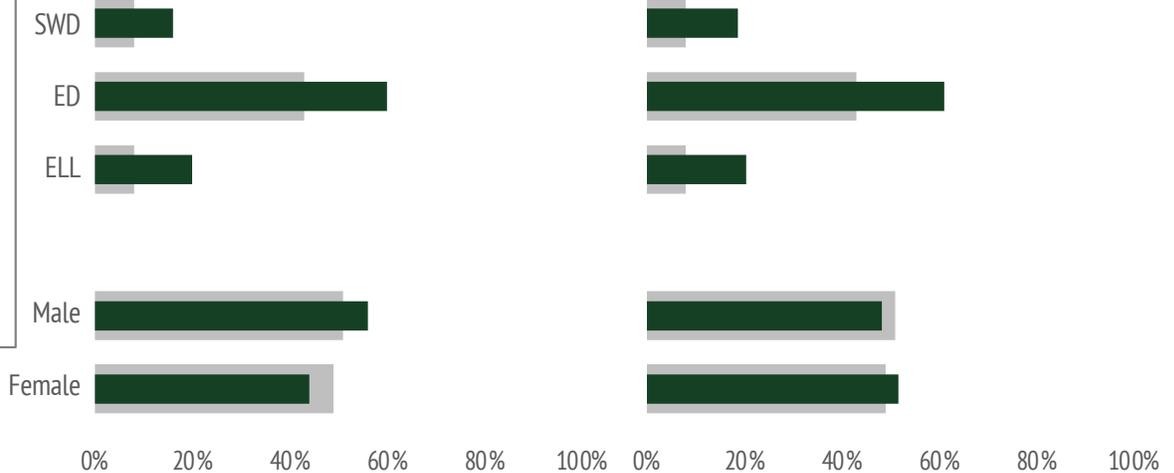
ELA

Math



Example findings: *Of elementary students who received ELA AIS, 17% were Black or African American students.*

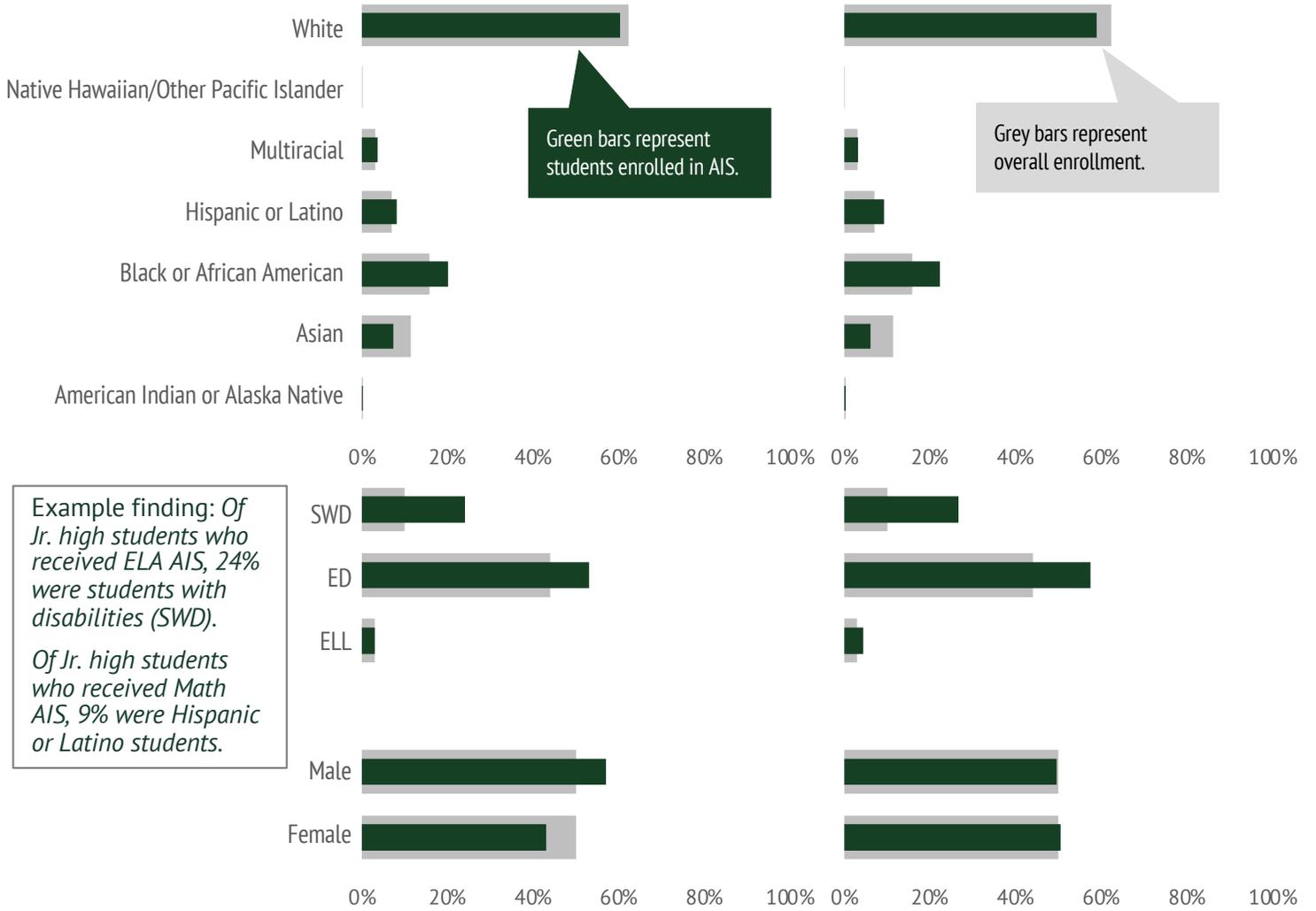
Of elementary students who received Math AIS, 52% were female students.



Junior High AIS

ELA

Math



Green bars represent students enrolled in AIS.

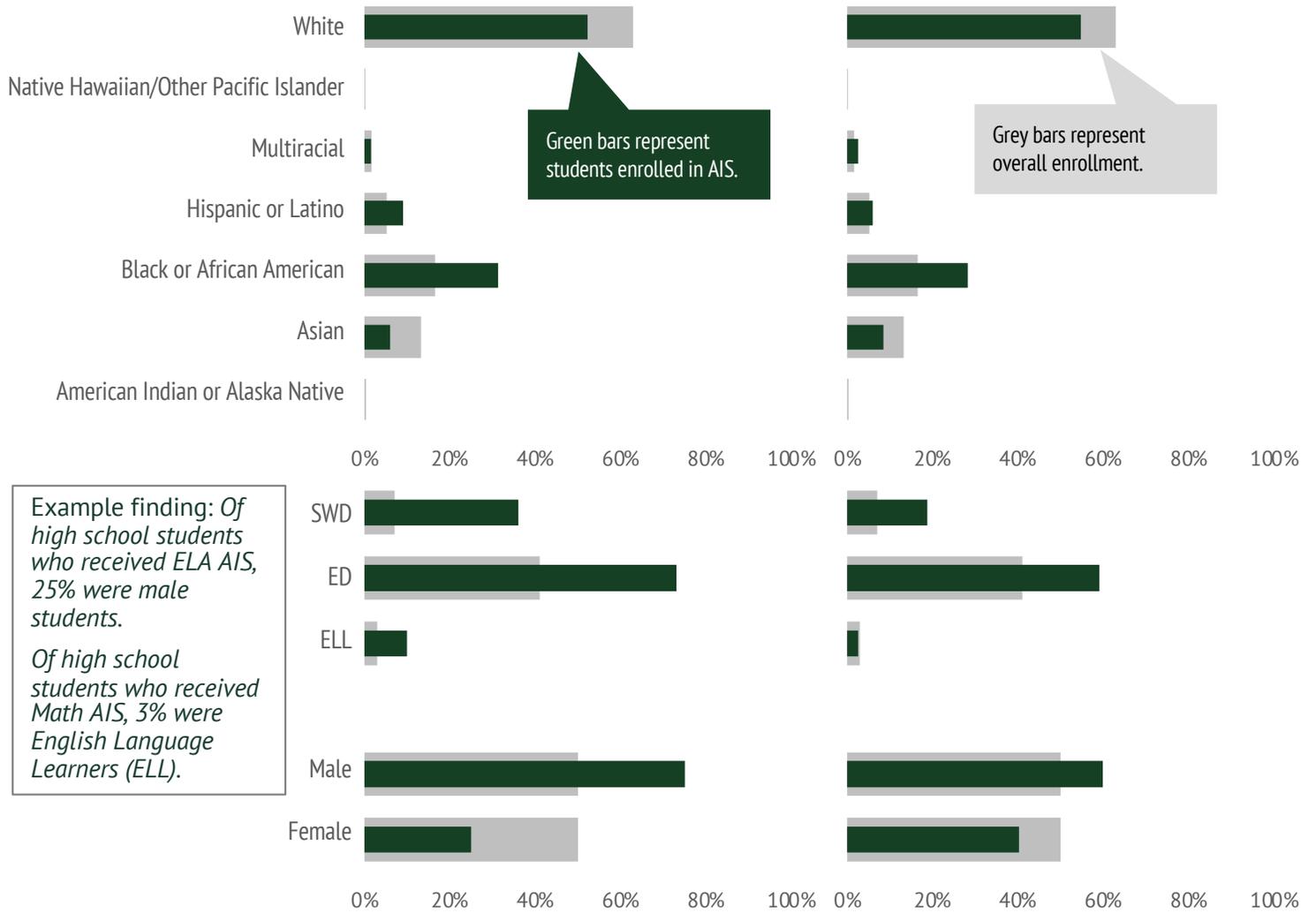
Grey bars represent overall enrollment.

Example finding: *Of Jr. high students who received ELA AIS, 24% were students with disabilities (SWD).*
Of Jr. high students who received Math AIS, 9% were Hispanic or Latino students.

Senior High AIS

ELA

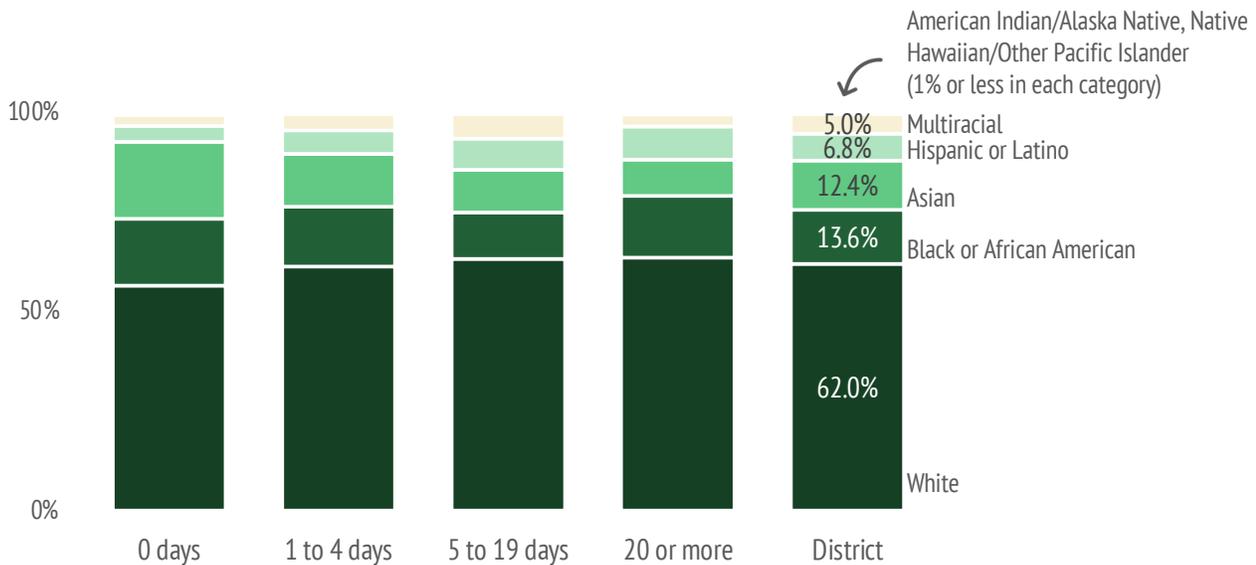
Math



Example finding: *Of high school students who received ELA AIS, 25% were male students.*

Of high school students who received Math AIS, 3% were English Language Learners (ELL).

Overall student participation in school and chronic absenteeism





- Jr High female students and Multiracial students self-report lower ability to focus in class.
- Jr High Multiracial students perceive less access to elective courses of interest, and resources needed to succeed academically.
- Sr High female students perceive less access to resources to be academically successful.
- Sr High Asian and Multiracial students indicate less awareness of extra-curricular activities and how to get involved.

Source: Annual R-H Student Satisfaction Survey (2018); statistically significant findings

Students who identify as genders other than boy or girl:

- Feel less safe in school – in classrooms, hallways, and on the bus
- Feel more physical threats, verbal harassment
- Are less aware of available extra-curricular activities
- Think school provides less resources
- Think the use of technology is less likely helpful support their learning
- Are significantly less likely to focus in class
- Feel school is less enjoyable
- Feel less likely to be acknowledged in school

Non-White students experience certain aspects of school differently than White students.

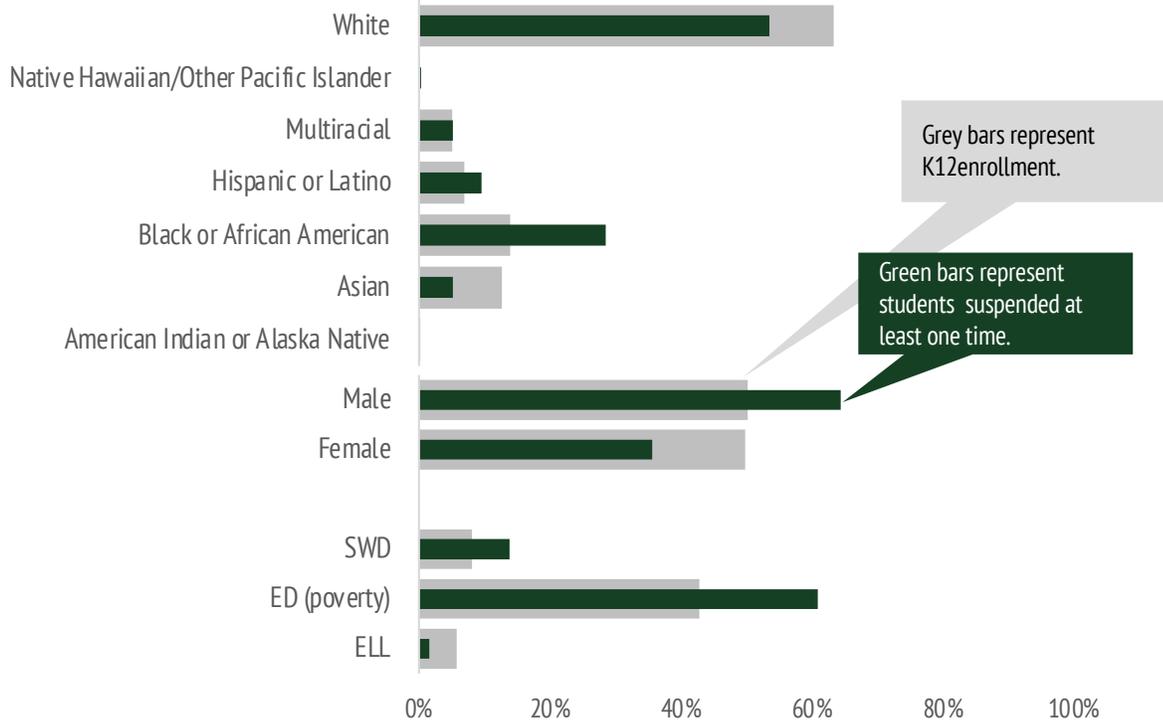
- Asian and Hispanic students showed less awareness of extra-curricular activities than White students.
- African American students showed less interest in available elective courses than White students.
- Asian students enjoy attending school more than African American, Hispanic, Multi-racial, and White students.
- African American students are less likely to talk to an adult in school when they have a problem than White students.

Source: Annual R-H Student Satisfaction Survey (2019); statistically significant findings



EQ3: To what extent do the District's achievement data and discipline data reflect equitable outcomes for all students?

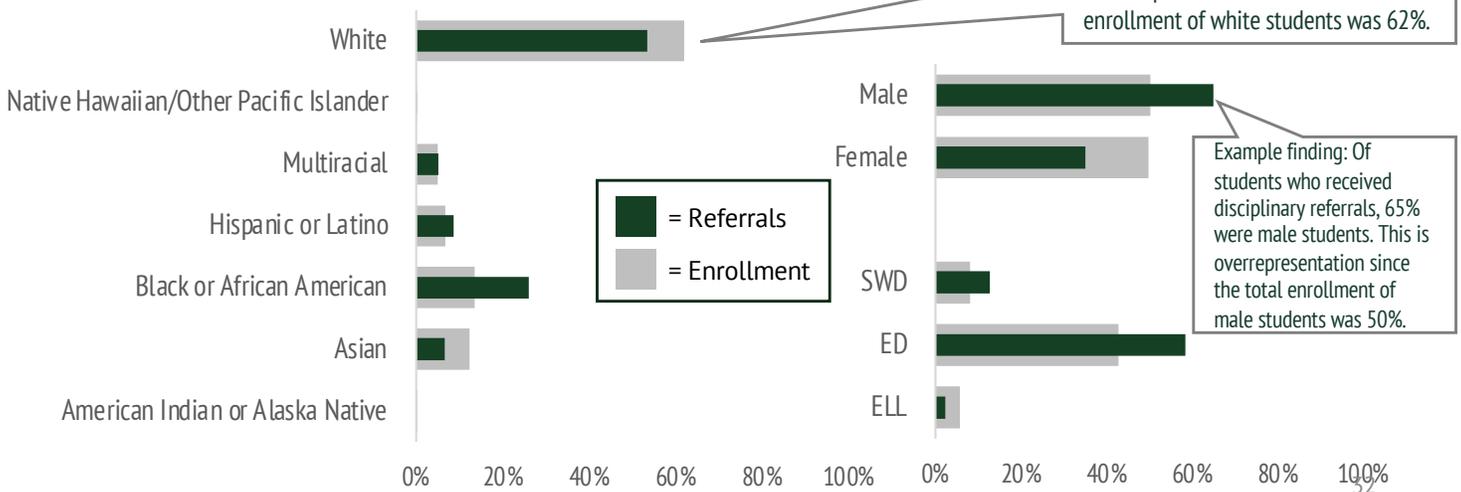
Students suspended at least one time compared with K-12 Enrollment (2017-2018)



Secondary level students accounted for more than ¾ of all disciplinary referrals.



Students receiving disciplinary referrals compared with K-12 Enrollment (2017-2018)



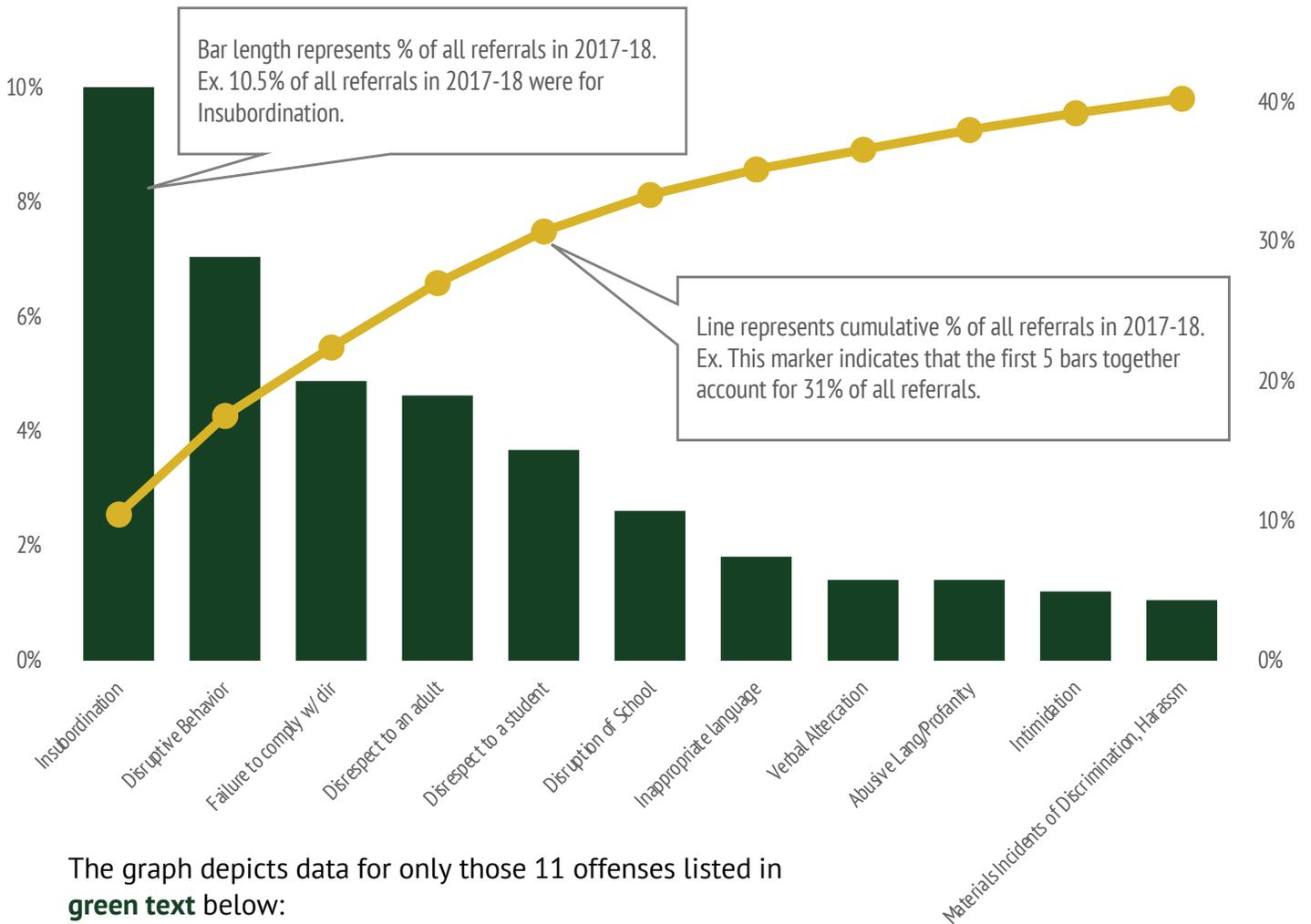
Example finding: Of students who received disciplinary referrals, 53% were white students. This is underrepresentation since the total enrollment of white students was 62%.

Example finding: Of students who received disciplinary referrals, 65% were male students. This is overrepresentation since the total enrollment of male students was 50%.

Disciplinary referrals (2017-2018): The top 20 offenses (with 20 or more incidences each) accounted for **84%** of all referrals in 2017-18 (see boxes below for list of all 20).

Eleven (11) of these can be considered **subjective offenses**. These 11 **subjective offenses** account for **40%** of all referrals (and are depicted in the graph below).

The first two alone – **insubordination** and **disruptive behavior** – accounted for nearly **1/5 (18%)** of all referrals.



The graph depicts data for only those 11 offenses listed in **green text** below:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Phys. Contact: Non-VADIR 2. Insubordination 3. Class Cuts (less than 3) 4. Disruptive Behavior 5. Leaving School Grounds 6. Class Cuts (3-10) 7. Failure to comply w/ dir 8. Late to Class 9. Disrespect to an adult 10. Disrespect to a student | <ol style="list-style-type: none"> 11. Poss./Use Tobacco Prod. 12. Disruption of School 13. Class Cuts (11-20) 14. Inappropriate language 15. Verbal Altercation 16. Abusive Lang/Profanity 17. Intimidation 18. Comm act of viol, on a student or other 19. Materials Incidents of Discrimination, Harassm 20. Stealing or attempting to steal |
|---|---|



INC5: How do the individuals in the R-H community feel about their abilities and comfort to engage in trauma informed practices?

- Teachers perceive a high rate of trauma in the school population.
- Teachers want more information about students' backgrounds and mental health issues to connect with them.
- Counseling measures may not reflect multicultural aspects of mental health impacts from trauma, abuse, and cultural and language difference.
- Teachers seek to improve student learning and would like more training about how to work with students with mental illness or victims of abuse.
- Teachers feel under-resourced for students in special education and ENL programs and / or with mental health concerns.
- Many teachers commented that they rely on their intuition for how to deal with issues such as students from different groups, personal concerns / levels of trauma, and English language skill and culture.
- The current political climate increases the stress level of students and families.

Source: Teacher Focus Groups, 2019

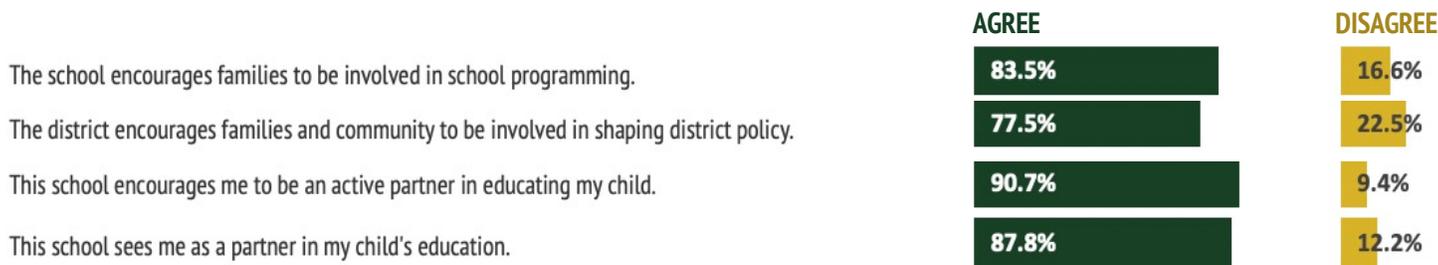
Nearly 2/3 of **instructional staff members** (61%) who responded to our survey do not feel equipped to engage in trauma-informed practices.

Source: Instructional Staff survey, 2020



INC6: In what ways do the practices R-H uses to develop its policies, programs, and practices provide parents an opportunity to be involved? Do these approaches reflect the diverse makeup of the R-H community?

While we have not yet identified the specific practices R-H uses to develop policies, programs, and practices and whether the the approaches reflect the diverse makeup of the R-H community, we found that **families** who responded to our survey largely feel that their school and district encourage their involvement and partnership when it comes to their children's education.



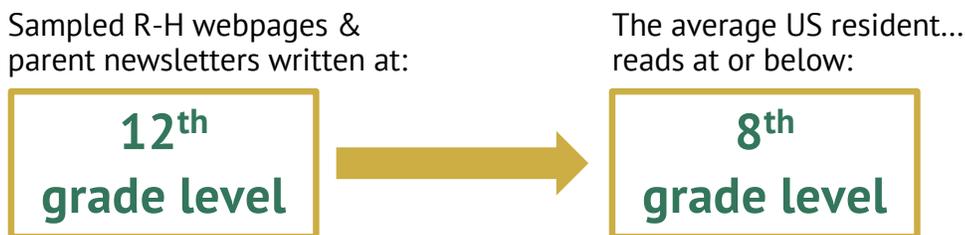
Source: Family Survey, 2019

INC7. In what ways does R-H ensure that parents and guardians have access to school information, meetings, and events for supporting their children [including language access]? Do parents feel this is adequate?

Preliminary findings from website exploration (2019):

1. The District website has translation option in 105 languages
2. A readability report using Word tools on one example page, "Deciding When To Close" tab showed readability level at the 12th grade.
3. Two example newsletters from elementary schools showed readability levels at 12th grade.
4. PBIS matrix documents include more "management" language than inclusive and community building language.
5. Parent pull-down/quick links on district homepage includes:
 - (a) attendance lines, (b) code of conduct, (c) common acronyms & terms, (d) concerns and complaints, (e) deciding when to close, (f) district newsletter, (g) E-News, (h) lunch menus, (i) prepaid meals, (j) school newsletters, (k) SchoolTool Login, (l) SchoolTool User Guides, and (m) Volunteer Opportunities.
6. Instruction page features Instructional Resources sub-page with numerous subpages of interest to parents: (a) "parent presentations" subpage with downloadable presentations/videos of evening programs presented by HS counseling dept., (b) E-news subpage allows parents to sign up for email information and choose which schools to subscribe to, (c) District calendar & sports calendar & individual school calendars on school pages
7. Special Education (under "Student & Family Services") uses "CSE" without identifying what that acronym means (see Paragraph 3)--a "Frequently Used Acronym" PDF is linked at bottom of page in addition to legally mandated "Safeguards" forms in 5 languages (Haitian Creole, Korean, Russian, Simplified Chinese, and Spanish). Readability level of the CPSE page (Committee on Pre-school special education) is 12th grade.

Source: R-H Website, 2019



Source: National Institutes of Health <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3514986/>

Comprehension levels are often **two or more grades below reading or education level**. Comprehension drops even more when a person is under stress.

Source: Centers for Disease Control and Prevention: https://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf

Most families who responded to our survey in 2020 felt they have adequate access to information.



Source: Family Survey, 2019

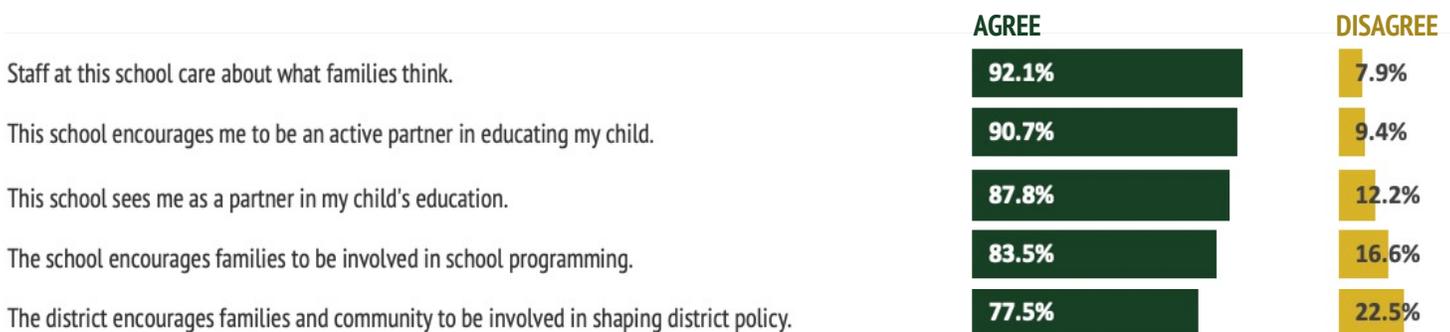
Questions inspired by preliminary findings of website exploration:

1. What if individuals are not literate in their primary language? Is there an audio option?
2. (This Q links to INC6).
3. Is the PBIS model aligned with the Restorative Practices approach?
How are parents and students included in the development of the PBIS models? If they are included, is this a representative group?
4. To what extent are parents/community members aware of all that is available on the website?
5. Does the District offer support (training?) to parents on using the website if this is the main access for communication and involvement in decision making? (e.g., "Concerns and Complaints" requires a lot of understanding of who to contact and uses complex language)
6. General guidelines for plain language and readability for general public documents ranges from about 5-8th grade. How might this recommendation be considered for R-H?



INC8: In what ways are parents/guardians encouraged to participate in classroom and school events and practices? How do parents feel about these opportunities/barriers?

Families who responded to our 2020 survey largely feel encouraged to be involved and partner with their children's schools., but nearly 1/4 don't feel encouraged by the district to be involved in shaping district level policy.



Source: Family Survey, 2019



INC9. To what extent do teachers have comfort, commitment, and supports for inclusive practices?

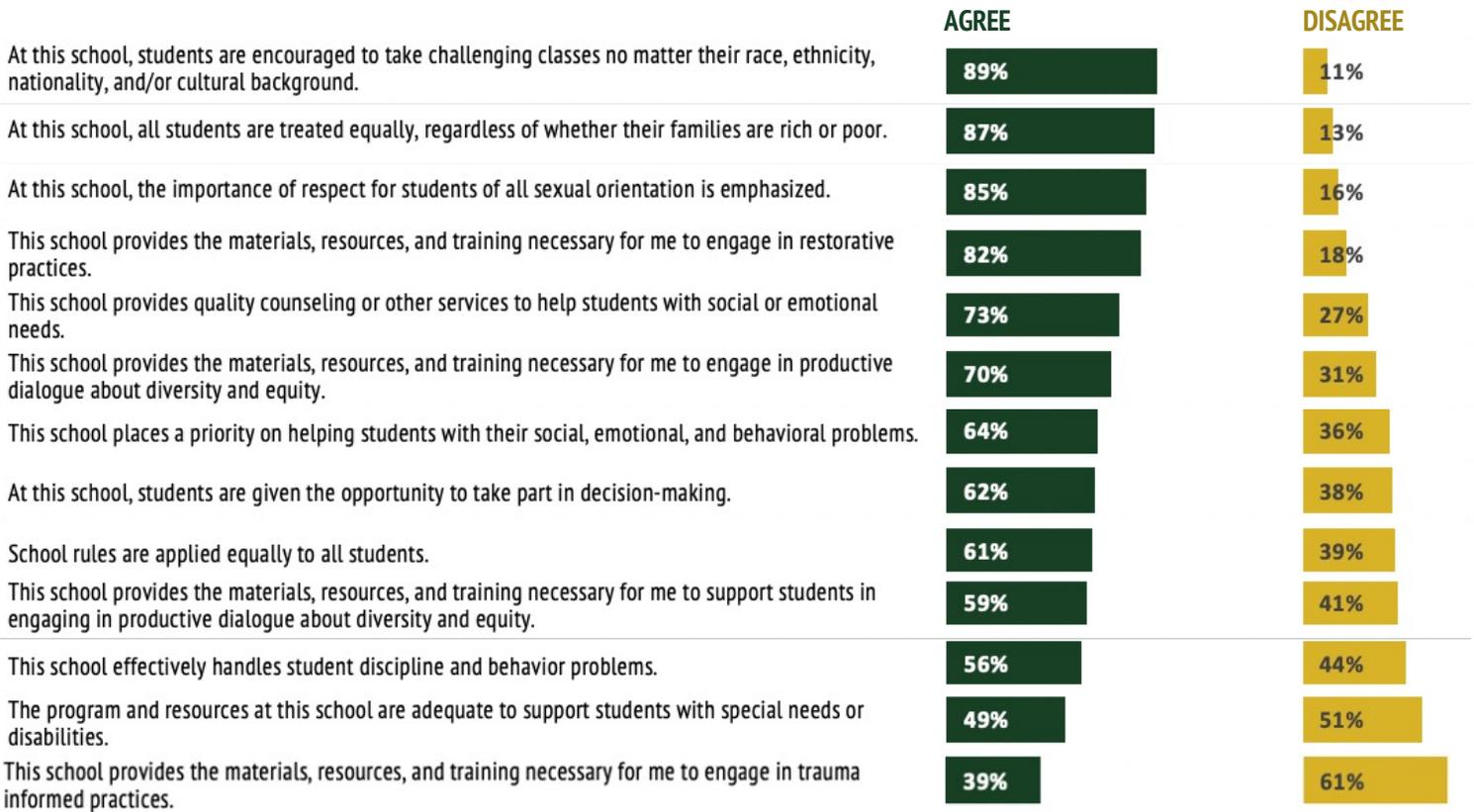
- There are some reactionary undercurrents about downplaying US middle class culture to celebrate differences in other cultures.
- Difference could be celebrated every day while history months (blacks and women) ought to be observed.
- ENL students are not served well by the structure of current assessments.
- ENL and SPED teachers' expertise is not trusted to implement individualized instruction.
- Teachers would like more training about how to work with students with disabilities.
- Teachers are unclear how to set expectations for learning for students with ENL and / or trauma.

Source: Teacher Focus Groups, 2019



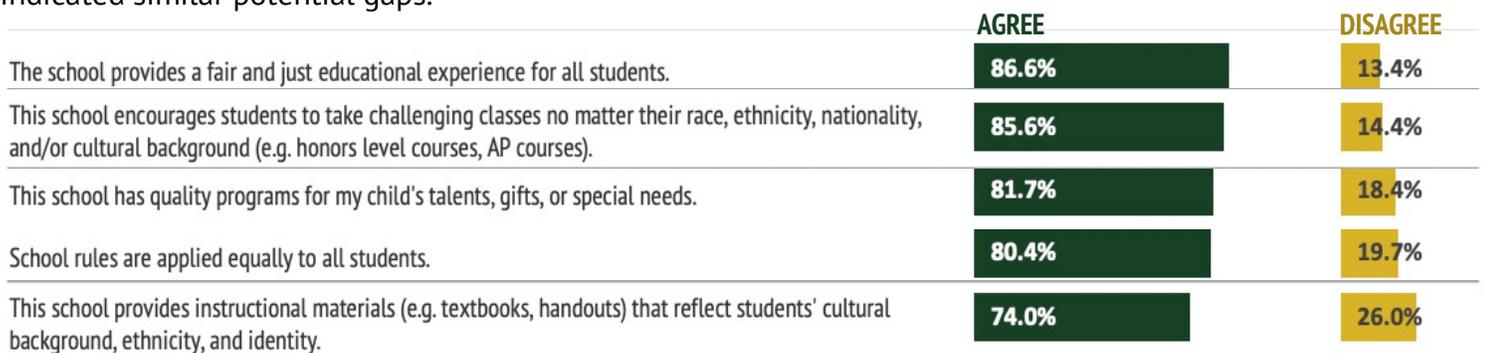
INC10: Are there policies and practices that staff, faculty, and leaders at R-H feel present obstacles to providing a inclusive and equitable learning environment and experiences for students and their families?

Instructional staff who responded to the survey indicated several places where there may be gaps in providing an inclusive and equitable learning environment for all students. While many agreed that the following are in place, there is increasing disagreement around certain items.



Source: Instructional Staff Survey, 2020

Though this questions doesn't specifically address **parents and families**, respondents to the family survey indicated similar potential gaps.

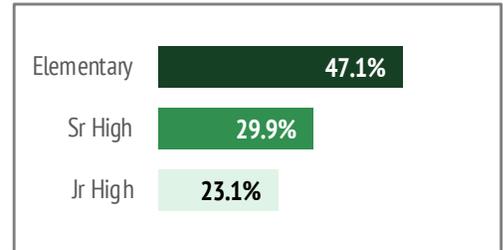
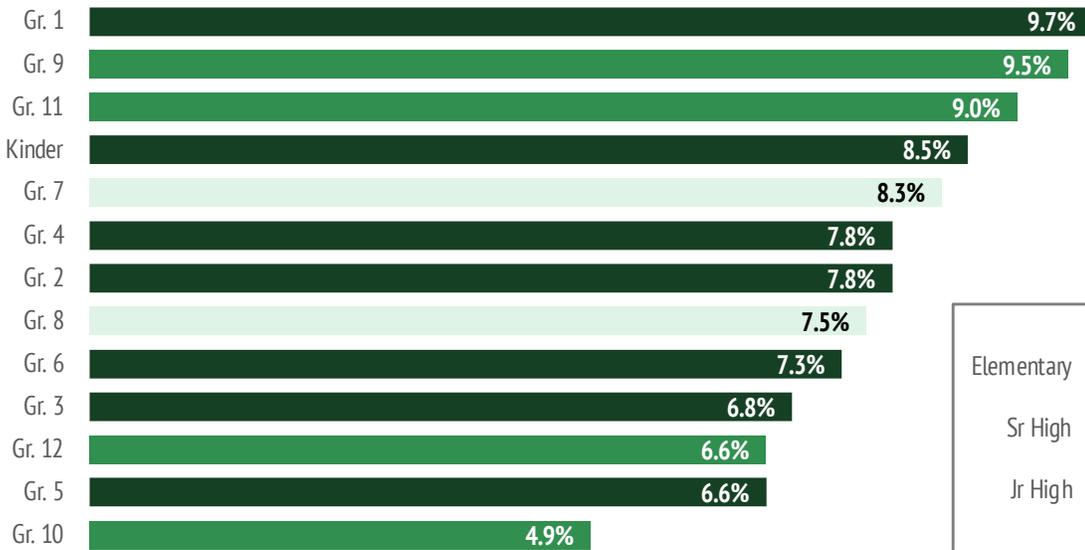


Source: Family Survey, 2020

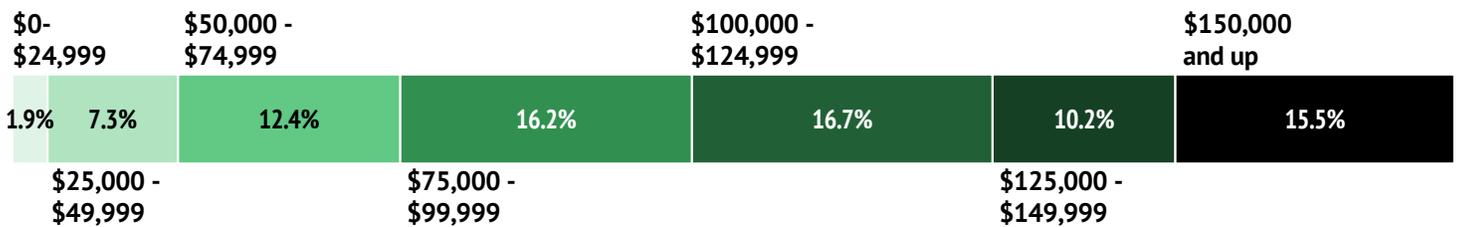


R-H Family Survey 2019: Who responded?

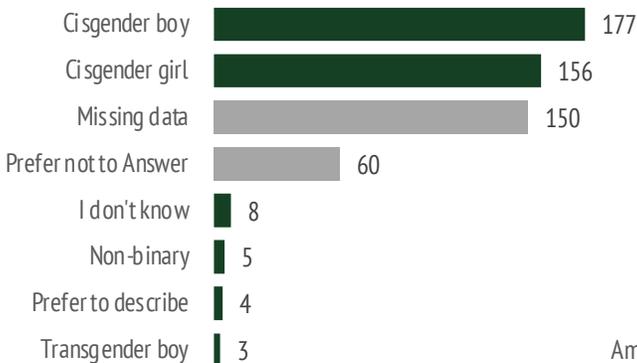
Parents with children in Grades 1, 9, and 11 were our top responders.



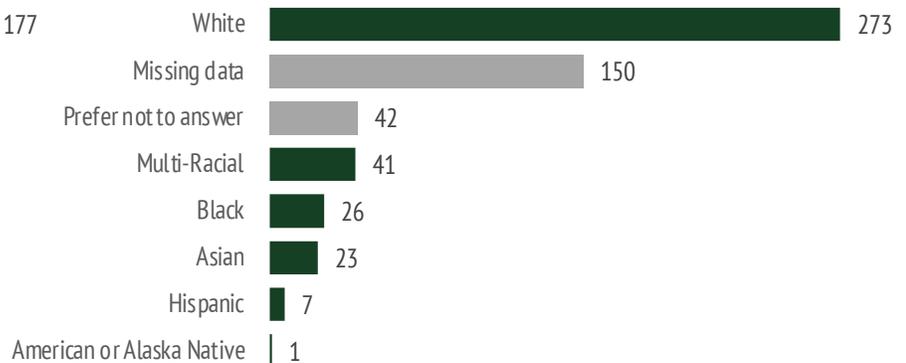
Nearly 80% of parents reported household income levels, with about 1/3 in the \$75,000-124,999 range.



More than 1/3 of respondents chose “prefer not to answer” or skipped the question about their child’s gender identity.

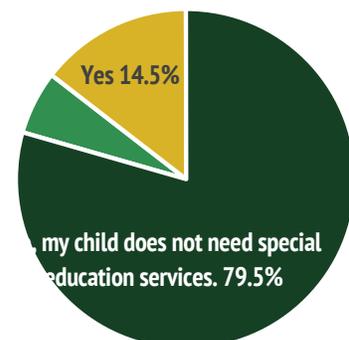


About 1/3 of respondents chose “prefer not to answer” or skipped the question about their child’s gender race/ethnicity.



Just over 20% of parents reported having **children with special education services** or who are **in need of special education services**.

No, but I think they are in need of special education. 6.0%



R-H Family Survey: District Priorities

Parents were asked:

The Board of Education recently adopted this District Priority Statement:

"Recognizing the many kinds of diversity that exist within our school community, we are committed to strengthening the connection among culture, teaching, learning, and achievement."

Please indicate your TOP THREE AREAS you think the district should focus on to ensure that our programs and learning environments promote equity and inclusion. Check your top three priority areas.

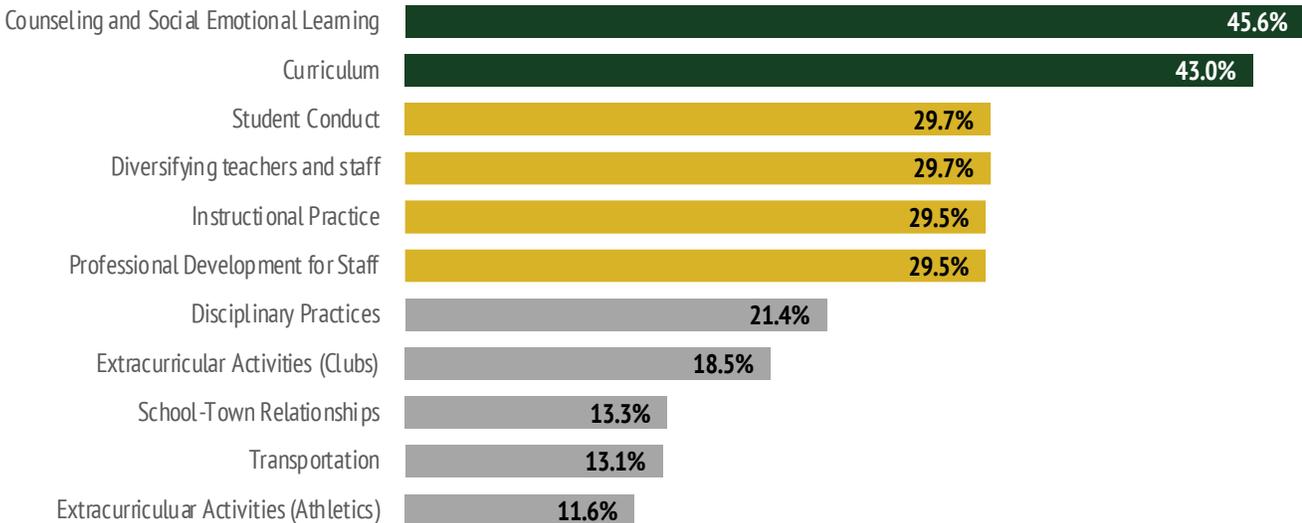
- Curriculum
- Instructional Practice
- Counseling and Social Emotional Learning
- Professional Development for Staff
- Extracurricular Activities (Athletics)
- Extracurricular Activities (Clubs)
- Disciplinary Practices
- Student Conduct
- Transportation
- A more diverse staff
- School-Town Relationships
- Other (please specify): _____

Overall findings:

Overall, parents chose **Counseling and Social Emotional Learning**, and **Curriculum** as their top priorities.

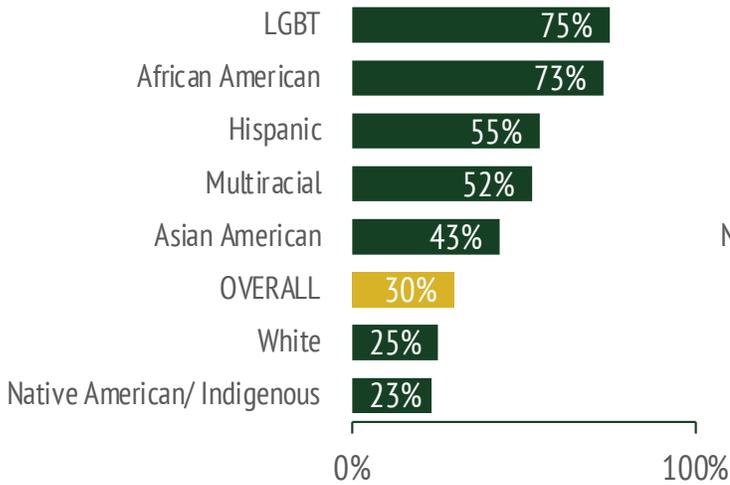
A substantial number of parents also selected **Student Conduct, Diversifying teachers and staff, Instructional Practice, and Professional Development for Staff** as priority areas.

Significant differences in priorities were observed when responses were disaggregated by racial and by LGBT identities, as demonstrated in the graphs that follow.

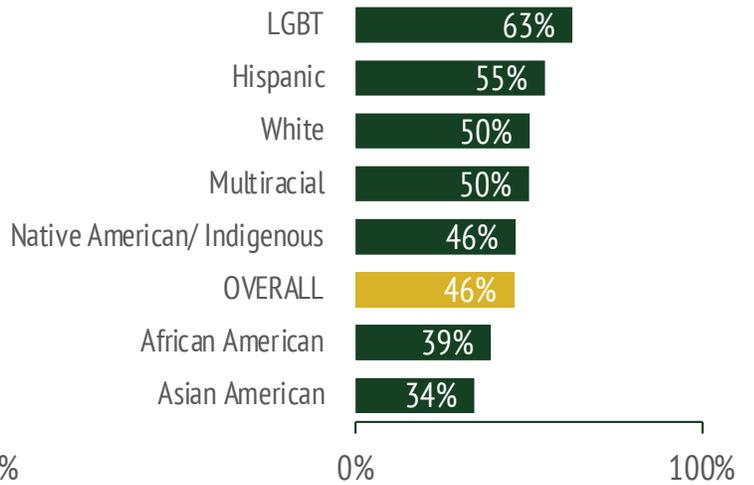


R-H Family Survey: District Priorities (disaggregated by subgroups)

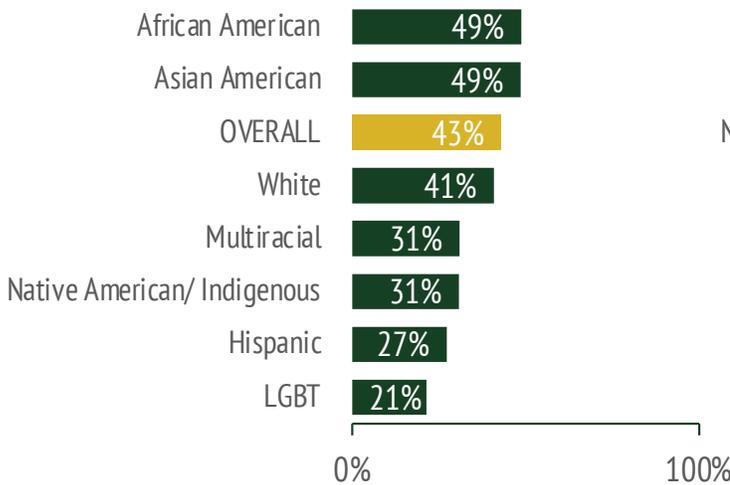
Diversifying teachers and staff



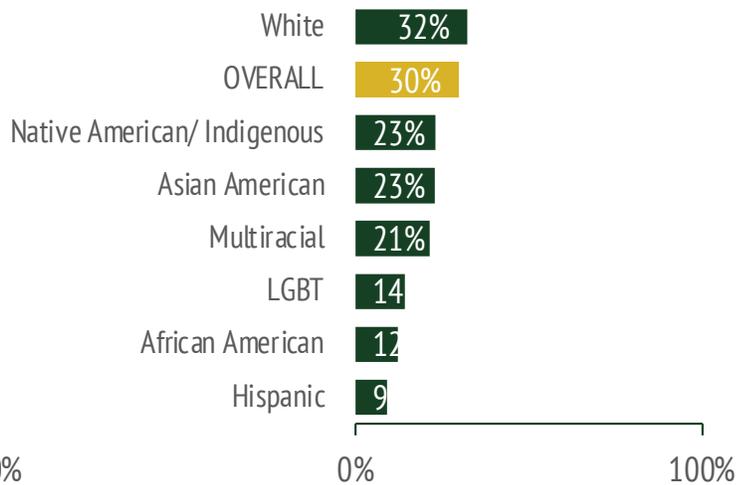
Counseling and Social Emotional Learning



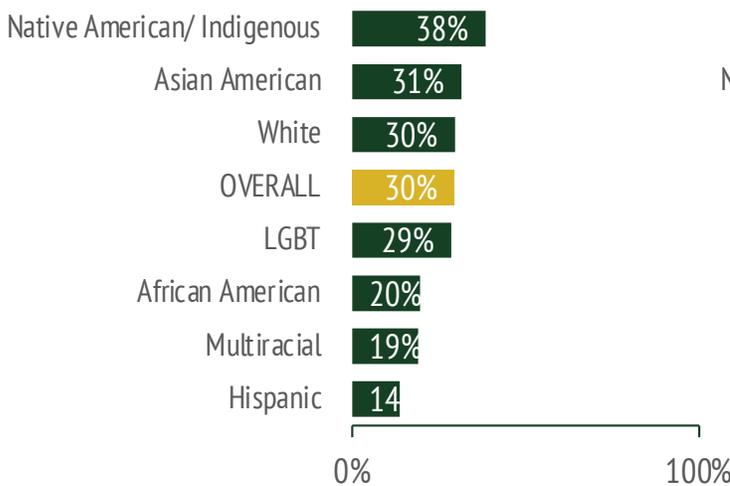
Curriculum



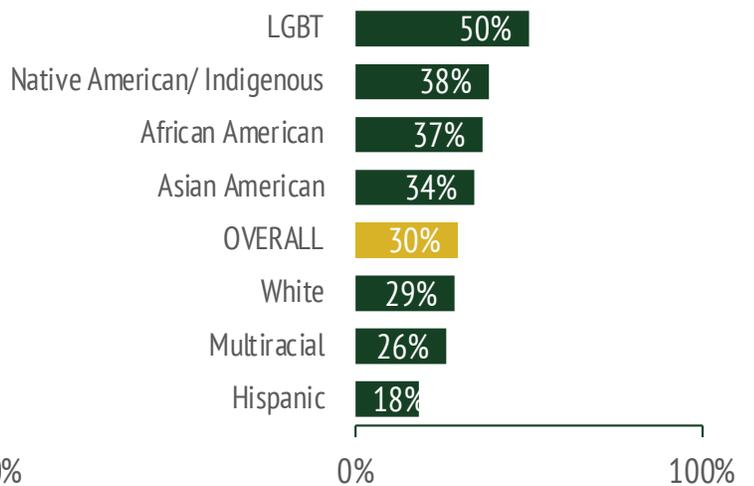
Student Conduct



Instructional Practice



Professional Development for Staff



*Native American also includes Indigenous, Native Hawaiian.

R-H Family Survey: District Priorities (disaggregated by subgroups)

Families’ top 3 priorities disaggregated by subgroups paints a different picture from the results of the whole group analysis. Highlighted in **yellow** are areas that ranked among the top 3 for some families, but lower in the overall results.

These items include **Diversifying teachers and staff** which ranked 1st or 2nd for some subgroups, but 4th in overall results, and **Instructional Practice**, which ranked 2nd for Parents of Native American/Indigenous students, but 5th in the overall results.

Parents of African American Students Priority Areas	
Diversifying teachers and staff	73%
Curriculum	49%
Counseling and Social Emotional Learning	39%

Parents of Hispanic Students Priority Areas	
Counseling and Social Emotional Learning	55%
Diversifying teachers and staff	55%
Curriculum	27%

Parents of Asian American Students Priority Areas	
Curriculum	49%
Diversifying Teachers and Staff	43%
Counseling and Social Emotional Development	34%

Parents of Native American/ Indigenous Students Priority Areas	
Counseling and Social Emotional Development	46%
Instructional Practice	38%
Professional Development for Staff	38%

Parents of White Students Priority Areas	
Counseling and Social Emotional Development	50%
Curriculum	41%
Student Conduct	32%

Parents of LGBT Students Priority Areas	
Diversifying teachers and staff	75%
Counseling and Social Emotional Learning	63%
Professional Development for Staff	50%

R-H Family Survey 2019: School climate and culture

Parents were asked to respond to a series of statements about school climate and culture. Each statement was accompanied by a scale of options:

Strongly Agree Agree Disagree Strongly Disagree

For analysis, we collapsed Strongly Agree and Agree responses into one category called: **AGREE** and we collapsed Strongly Disagree and Disagree responses into one category called: **DISAGREE**.

Statements in the table (next page) are ordered by the **AGREE** category, greatest to least.

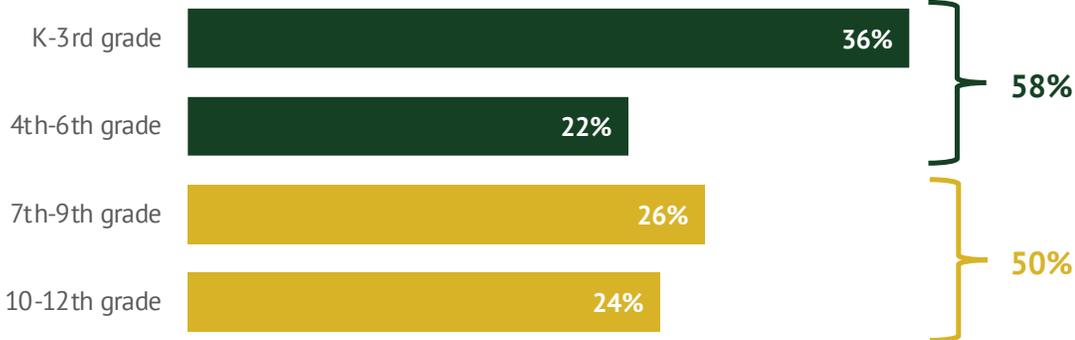
Most parents feel welcome at their child's school, but a substantial number are concerned about children advocating for themselves and having school materials that reflect their backgrounds and identities.

	AGREE	DISAGREE
I feel welcome at this school.	94.5%	5.5%
This school takes effective measures to ensure the safety of all students.	94.1%	5.9%
The school promptly responds to my phone calls, messages, or emails.	93.2%	6.8%
Staff at this school care about what families think.	92.1%	7.9%
My student feels they have a trusted adult in their building.	91.9%	8.1%
This school encourages me to be an active partner in educating my child.	90.7%	9.4%
This school encourages students to participate in extra-curricular activities, such as sports, events/clubs, performance groups no matter what their race, ethnicity, nationality, and/or cultural background.	90.3%	9.7%
This school celebrates differences and diversity as a strength in our community.	89.0%	11.0%
I feel I am equipped to contribute to discussions of diversity and equity.	88.0%	12.0%
This school sees me as a partner in my child's education.	87.8%	12.2%
This school communicates how important it is to respect the practices of all cultures.	87.1%	13.0%
The school provides a fair and just educational experience for all students.	86.6%	13.4%
The access I have to school information, meetings, and events for supporting my children is adequate.	85.9%	14.1%
This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g. honors level courses, AP courses).	85.6%	14.4%
Racial/ethnic conflict among students is not a problem at this school.	84.7%	15.4%
The school encourages families to be involved in school programming.	83.5%	16.6%
I feel staff are equipped to contribute to discussions of diversity and equity.	82.2%	17.8%
This school has quality programs for my child's talents, gifts, or special needs.	81.7%	18.4%
This school communicates how important it is to respect students of all sexual orientations.	80.6%	19.4%
School rules are applied equally to all students.	80.4%	19.7%
I feel students are equipped to contribute to discussions of diversity and equity.	79.5%	20.5%
The district encourages families and community to be involved in shaping district policy.	77.5%	22.5%
My student feels comfortable advocating for themselves in school.	77.1%	22.9%
This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	74.0%	26.0%

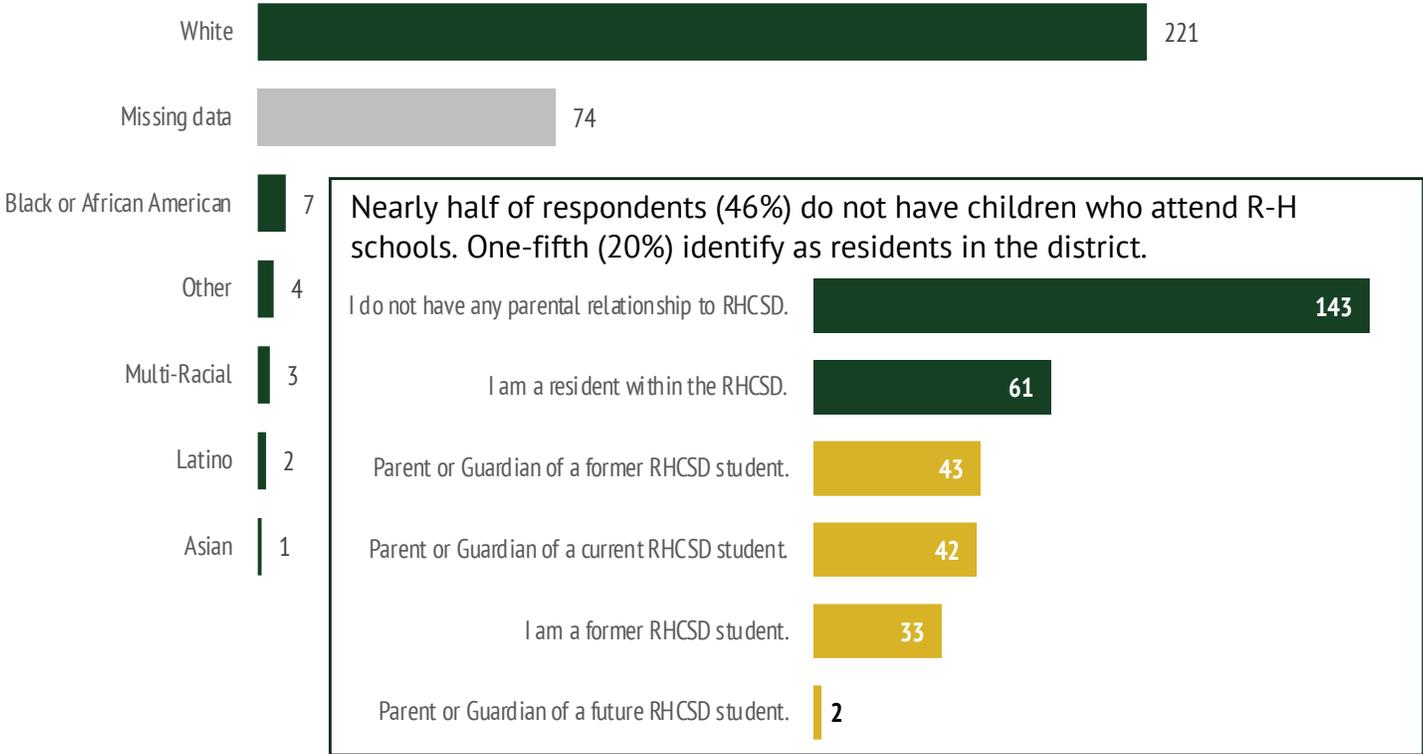
R-H Instructional Staff Survey 2020: Who responded?

In Spring 2020, R-H **instructional staff** were invited to participate in a survey (similar to the family survey administered in Fall 2019) that garnered 312 responses.

About half of respondents work at the elementary and secondary levels.
 Percentages add to more than 100% because some respondents chose more than one level.



The vast majority of respondents (71%) identified as White, but nearly one-quarter (24%) declined to identify a race.



More than half of respondents (n=192) identified as female, but more than one-fifth (n=65) declined to identify a gender, and several (n=10) opted for “prefer not to say.”



Prefer Not to Say, 3%

R-H Instructional Staff Survey 2020: School Climate and culture

Instructional staff were asked to respond to a series of statements about school climate and culture. Each statement was accompanied by a scale of options:

Strongly Agree Agree Disagree Strongly Disagree

For analysis, we collapsed Strongly Agree and Agree responses into one category called: **AGREE** and we collapsed Strongly Disagree and Disagree responses into one category called: **DISAGREE**.

Statements in the table (next page) are ordered by the **AGREE** category, greatest to least.

Sample insights include:

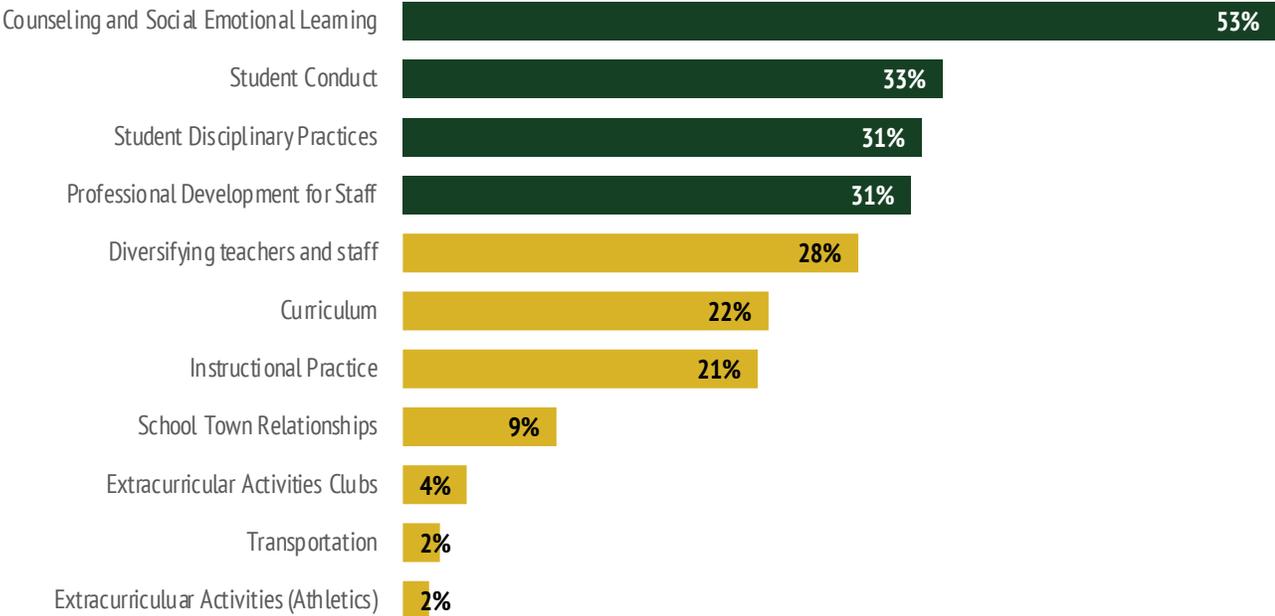
- There was widespread agreement with many of the statements. More than half of respondents agreed with 25 of the 28 statements, and only one statement garnered less than 48% agreement.
- The vast majority of respondents (93%) agreed with the statement: **People at this school care about me as a person** while fewer than half (49%) agreed with the statement **People at this district care about me as a person**.
- Of the 7 statements with 40% or more disagreement, 4 are concerned with the availability of materials or resources. Contrast this with 82% agreement with this statement: **This school provides the materials, resources, and training necessary for me to engage in restorative practices**.

	AGREE	DISAGREE
People at this school care about me as a person.	93%	7%
At this school, students are encouraged to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background.	89%	11%
I feel like I belong in this school.	88%	12%
At this school, all students are treated equally, regardless of whether their families are rich or poor.	87%	13%
At this school, the importance of respect for students of all sexual orientation is emphasized.	85%	16%
Staff does a good job helping parents understand when their child needs to learn social, emotional, and character skills.	84%	16%
This school celebrates differences and diversity as a strength in our community.	84%	16%
This school is an inviting place to work.	82%	18%
This school provides the materials, resources, and training necessary for me to engage in restorative practices.	82%	18%
I feel I am equipped to contribute to discussions of diversity and equity.	81%	19%
Staff at this school are clearly informed about school policies and procedures.	80%	20%
I feel like I belong in this district.	75%	25%
I feel comfortable discussing feelings, worries, and frustrations with my supervisor.	74%	26%
This school provides quality counseling or other services to help students with social or emotional needs.	73%	27%
This school provides the materials, resources, and training necessary for me to engage in productive dialogue about diversity and equity.	70%	31%
Staff at this school have many informal opportunities to influence what happens within the school.	68%	32%
I feel staff are equipped to contribute to discussions of diversity and equity.	67%	33%
This school places a priority on helping students with their social, emotional, and behavioral problems.	64%	36%
This school places a priority on addressing students' mental health needs.	63%	37%
At this school, students are given the opportunity to take part in decision-making.	62%	38%
School rules are applied equally to all students.	61%	39%
This school provides the materials, resources, and training necessary for me to support students in engaging in productive dialogue about diversity and equity.	59%	41%
At this school, instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity are provided.	58%	42%
This school effectively handles student discipline and behavior problems.	56%	44%
I feel students are equipped to contribute to discussions of diversity and equity.	54%	46%
The program and resources at this school are adequate to support students with special needs or disabilities.	49%	51%
People at this district care about me as a person.	49%	52%
This school provides the materials, resources, and training necessary for me to engage in trauma informed practices.	39%	61%

R-H Instructional Staff Survey 2020: Priorities and Barriers

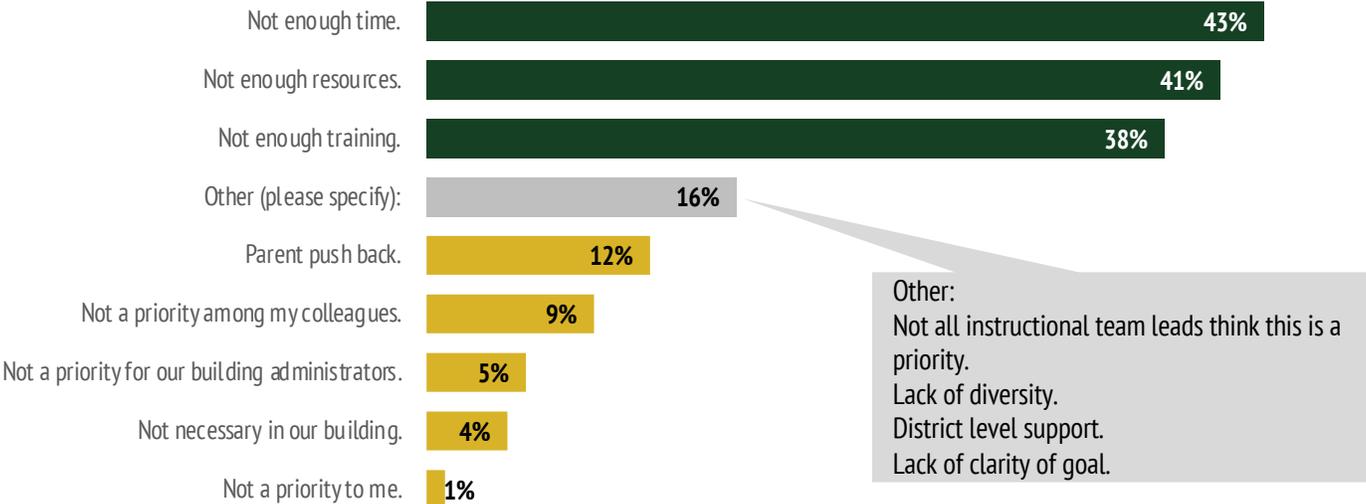
Respondents were asked: **Please indicate the top three areas you think the district should focus on to ensure that our programs and learning environments promote equity and inclusion.**

Instructional staff identified **Counseling and Social Emotional Learning** as the top district priority. Other top priorities related to discipline and professional development.



Respondents were asked: **In your opinion, please indicate the top barriers that may make increasing equity and inclusion challenging in our schools (Choose all that you feel apply).**

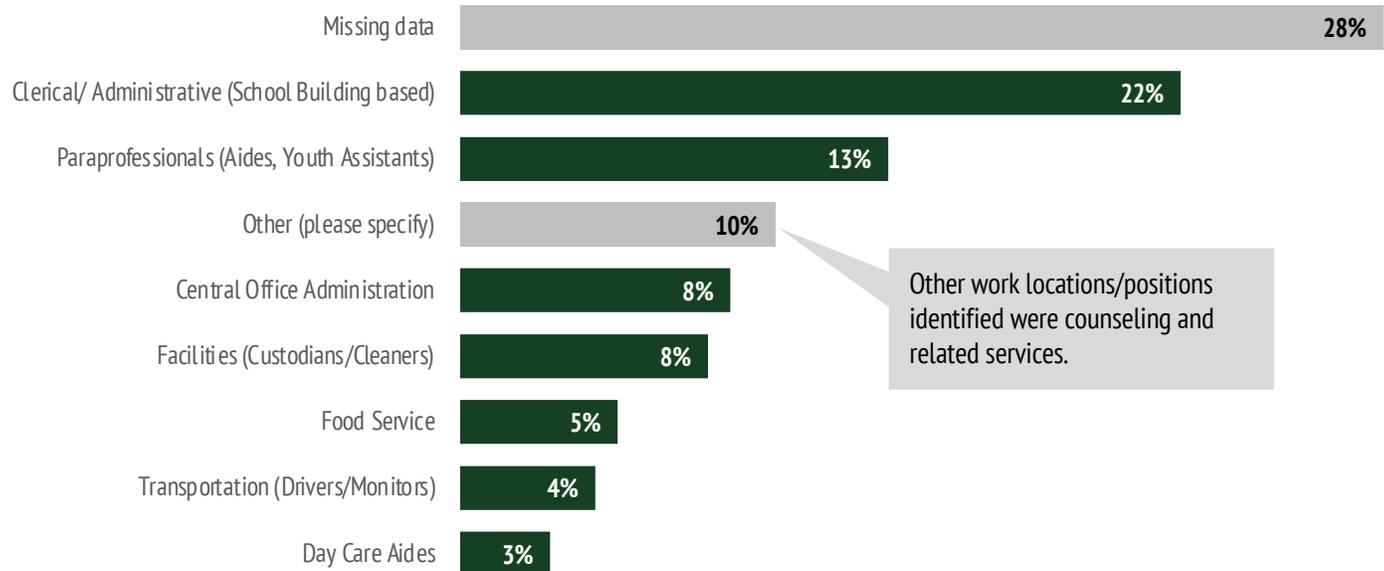
Instructional staff identified **lack of time, resources and training** the top barriers.



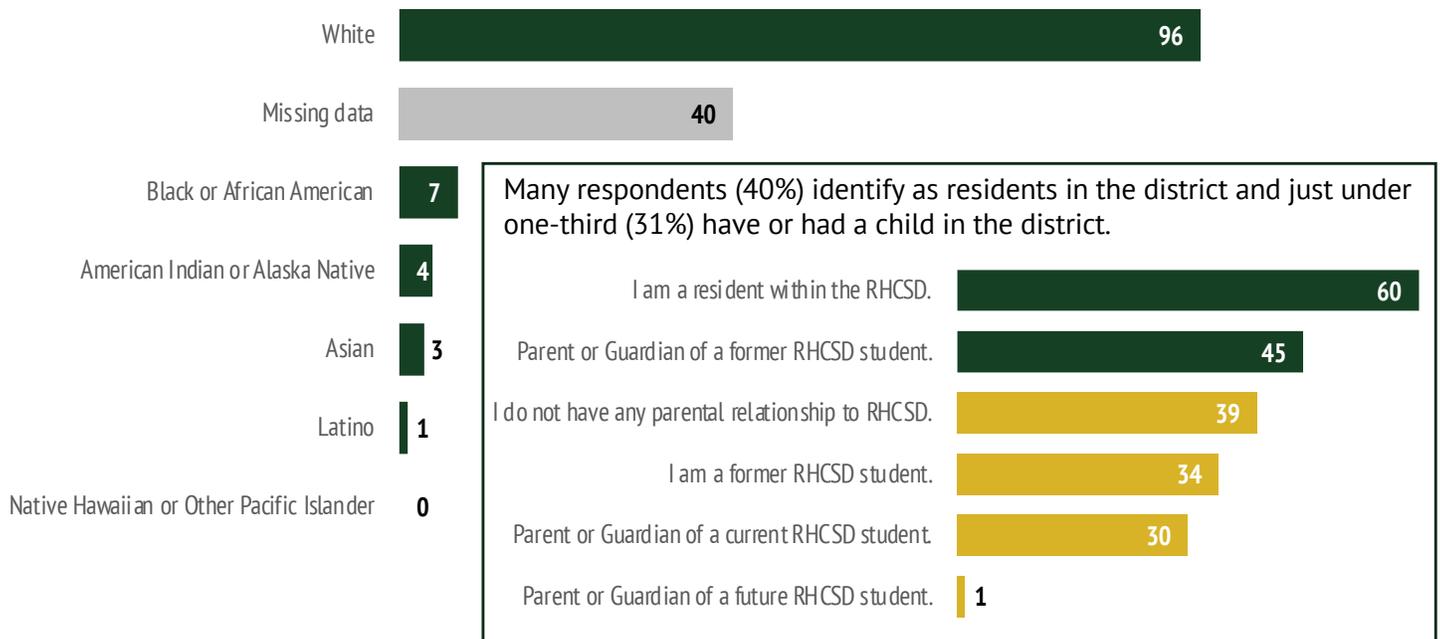
R-H Non-Instructional Staff Survey 2020: Who responded?

In Spring 2020, R-H **non-instructional staff** were invited to participate in a survey (similar to the family survey administered in Fall 2019) that garnered 146 responses.

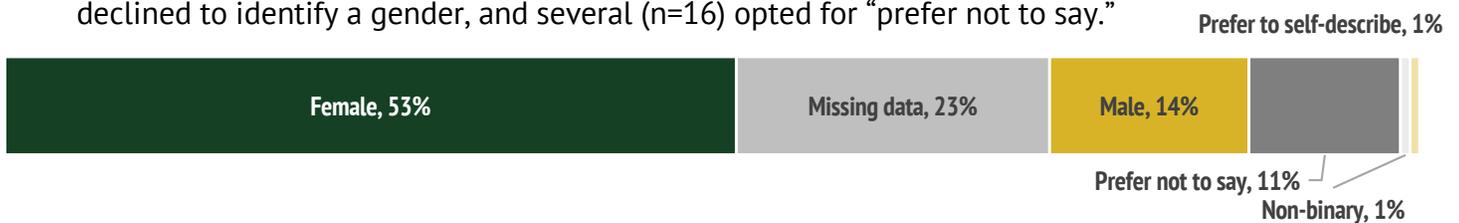
More than one quarter of respondents (28%) did not answer the question about work location.



The majority of respondents (66%) identified as White, but more than one-quarter (27%) declined to identify a race.



More than half of respondents (n=77) identified as female, but nearly one quarter (n=33) declined to identify a gender, and several (n=16) opted for “prefer not to say.”



R-H Non- Instructional Staff Survey 2020: Climate/Culture items

The graph below shows how respondents reacted to a series of 9 statements about school and district climate and culture.

Respondents were able to choose: Strongly Agree, Agree, Disagree or Strongly Disagree. For the purpose of analysis, these were collapsed into two categories: **Agree** and **Disagree**.

Sample insights include:

There was widespread agreement with many of the statements. More than half of respondents agreed with each of the 9 statements.

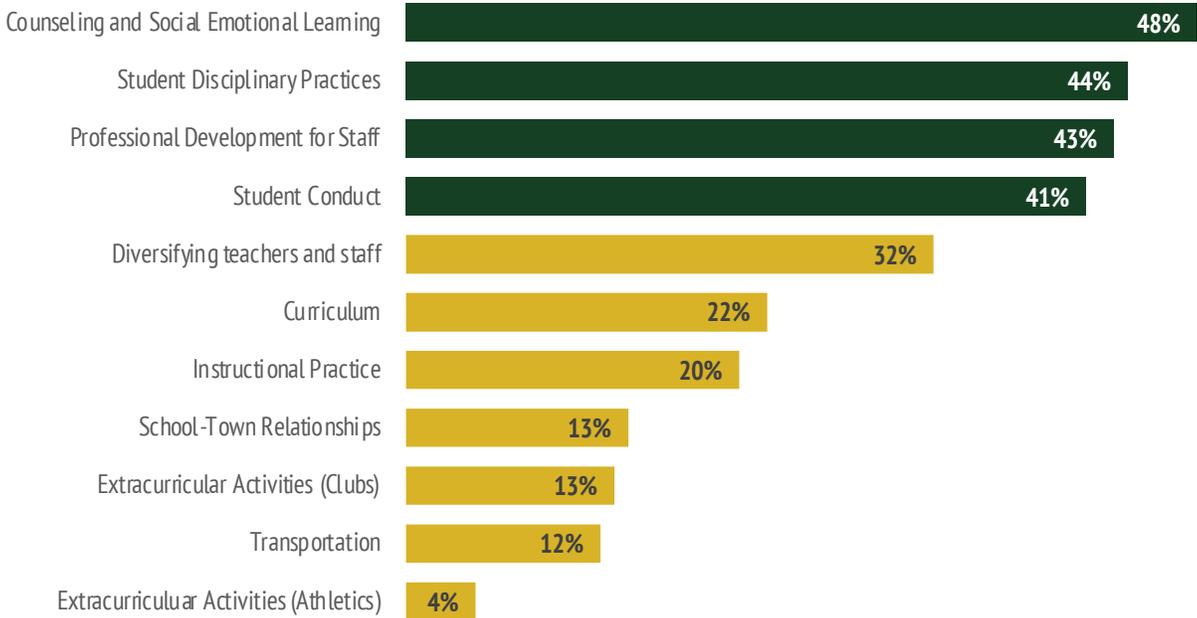
The vast majority of respondents (92%) agreed with the statement: **People at this school care about me as a person** while just over half (52%) agreed with the statement **People at this district care about me as a person**.

	AGREE	DISAGREE
People in this school care about me as a person.	92%	8%
I feel I belong in this school.	92%	8%
Staff at this school/district are clearly informed about school policies and procedures.	90%	10%
I feel students are equipped to contribute to discussions of diversity and equity.	78%	22%
I feel I am equipped to contribute to discussions of diversity and equity.	75%	25%
I feel I belong in the district.	72%	28%
I feel staff are equipped to contribute to discussions of diversity and equity.	71%	29%
Staff in this district have many informal opportunities to influence what happens within the district.	69%	31%
People in this district care about me as a person.	52%	48%

R-H Non- Instructional Staff Survey 2020: Priorities and Barriers

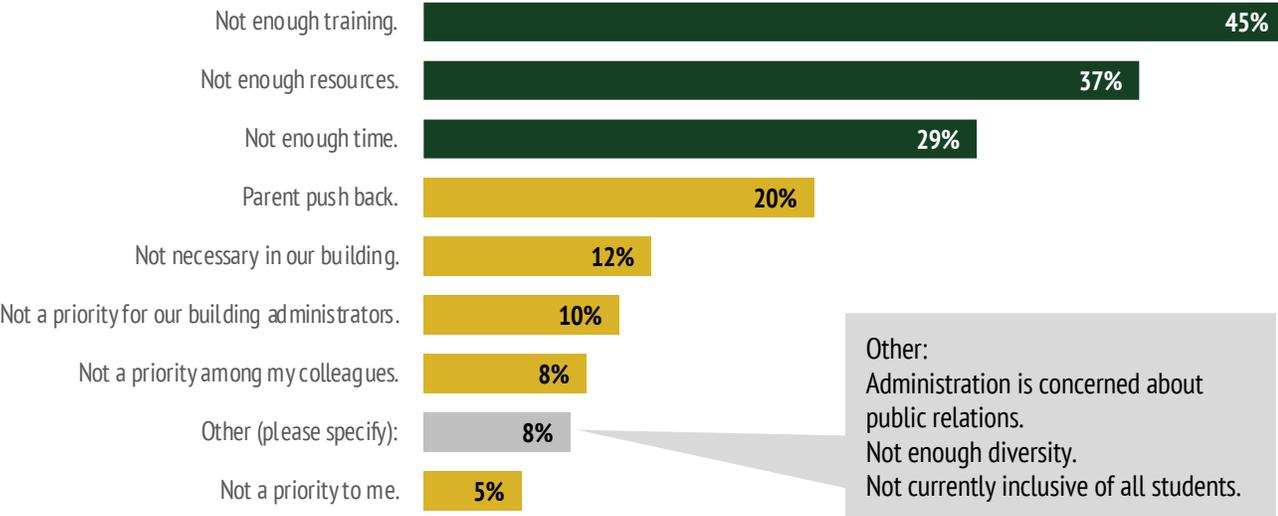
Respondents were asked: **Please indicate the top three areas you think the district should focus on to ensure that our programs and learning environments promote equity and inclusion.**

Non-Instructional staff identified **Counseling and Social Emotional Learning** as the top district priority. Other top priorities related to discipline and professional development.



Respondents were asked: **In your opinion, please indicate the top barriers that may make increasing equity and inclusion challenging in our schools (Choose all that you feel apply).**

Non-Instructional staff identified **not enough training, resources and time** as the top barriers.



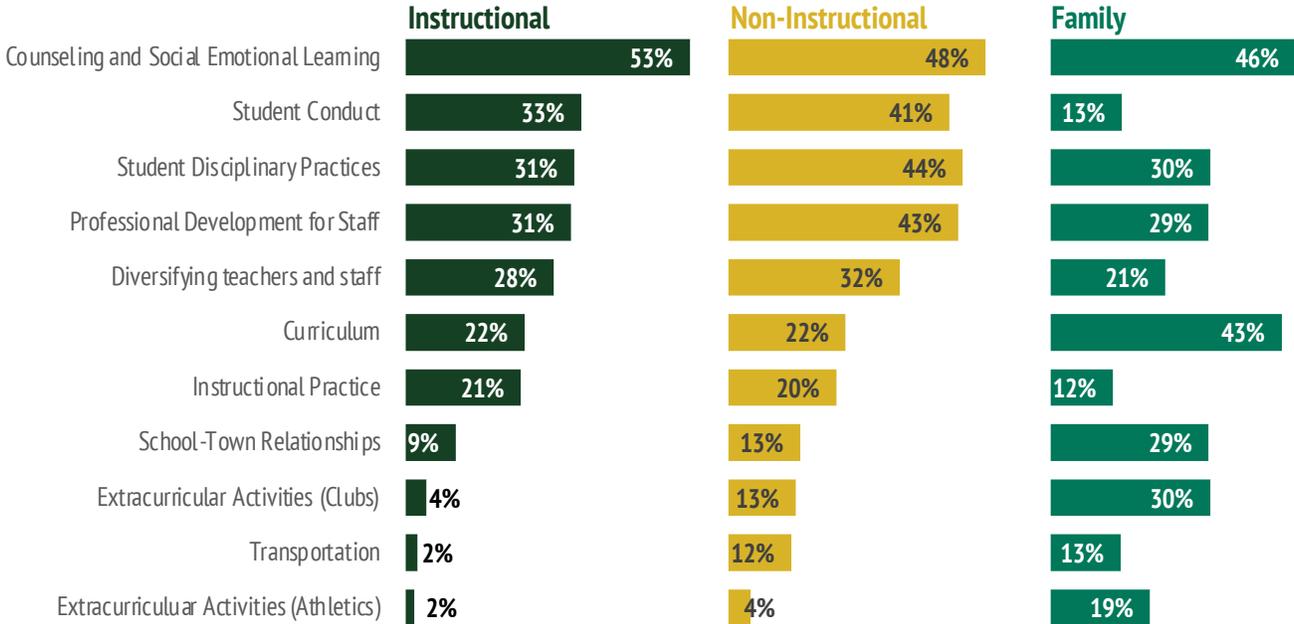
Group Comparisons 2019/20 Surveys: Priorities and Culture & Climate items

Families, Instructional and Non-Instructional staff identified **Counseling and Social Emotional Learning** as the top priority for the district.

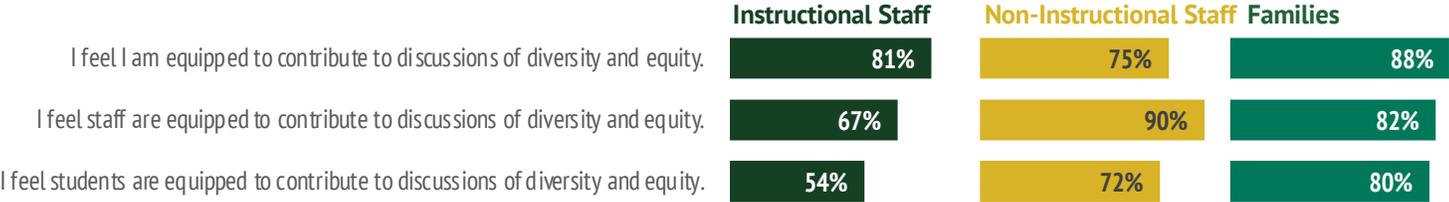
All three groups identified **student disciplinary practices** and **professional development for staff** among the higher priority areas.

Results from Instructional and non-instructional staff are very much aligned regarding their perceptions of high and lower priority areas.

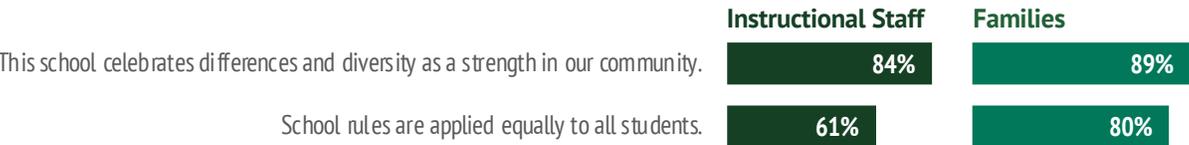
It's important to note that not all families identified the same priorities. For example, Student Conduct was among the top priorities for parents of White students, but not for any other groups. Diversifying Staff was highest priority for parents of Black/African American and LGBT students.



All three groups responded to the following statements about whether they, staff, and students are equipped to contribute to discussions of diversity and equity. **Families** indicated the highest levels of agreement around themselves and students, while **non-instructional staff** felt the strongest about staff's readiness to contribute to those conversations. **Instructional staff** expressed the least agreement among the groups that students are equipped to contribute to these conversations.



Instructional staff and **families** responded to the statements below with **families** expressing more agreement around school rules being applied equally to all students.



Group Comparisons 2019/20 Surveys: Strengths & Suggestions

Instructional and non-instructional staff surveys concluded by asking respondents for feedback for the Equity, Diversity and Inclusion Steering Committee. Specifically, staff were asked:

What suggestions and feedback do you have for the Steering Committee on Equity and Inclusion as they analyze data and review feedback from students, teachers, staff, community members and families in making recommendations to the school district?

Is there anything else you'd like to share?

Just over one-third (n=123) of respondents to the **instructional staff survey** answered one or both questions, with most providing multifaceted answers incorporating multiple topics. Even fewer respondents (~30%; n=44) to the **non-instructional staff survey** answered these questions. The comments offered surfaced school, district or equity initiative strengths, questions, concerns and specific suggestions.

Some **strengths** mentioned include (verbatim quotes):

- *This is an important initiative.*
- *I think R-H is exceptional among other districts in many ways - as a purveyor of student education, and as a positive and inclusive community in which to work.*
- *R-H's diversity is one of the main reasons that I wanted to work here and one of the major reasons that I value working here.*
- *R-H has always been more diverse than neighboring districts, and that diversity enhanced my education as well as the the education of our current students.*
- *I appreciate the opportunity to share my voice and I hope to be able to share it more as we continue.*
- *our current counseling and social work staff....are amazing and work diligently to do all that they can for students.*
- *I absolutely love al the enriched resources available for all students.*
- *I like working in the school I'm at. The people I deal with are welcoming and they feel like part of my own family.*
- *I am very proud to work in this district. I have come in contact with numerous staff members who are concerned about the welfare and treatment of the students and quality of education. I am honored to be a small part of R-H!*

Some **suggestions** revolve around the need to:

- Have more **mental health and social-emotional resources**
- Address the **approach to student discipline** at both the district- and school-level
- Improve **available behavioral supports**
- Increase **student engagement**
- Remove **barriers to access for extracurricular participation**
- Address **staff's need for support in better understanding the full spectrum of diversity** or **help staff get "up to speed"** with regard to equity, diversity, and inclusion issues

Group Comparisons 2019/20 Surveys: Strengths & Suggestions

- Offer **professional development for non-teacher staff**
- Create **time for peer collaboration or to seek the support of experts**
- Examine **school needs** on both an individual and collective basis and address **perceived inequities in allocation of school resources**
- Have a **more diverse staff**
- Have **responsive curricula and teaching approaches**; and more **flexibility and teacher control with regard to curricula, teaching methods and time use**
- Create time/space for **collaboration between special education and general education staff**
- Equal **training and opportunities school-wide for all levels of employees** for school safety, updates, and technology.
- Meeting **needs of families who are in poverty**.
- Increase **disability awareness, awareness** of special education population, and how they are affected by **bullying**.
- Opportunities for **programming in trades/ hands on learning** for students with disabilities.
- **Teaching our students about different cultures and observances**.
- Increasing **transparency in decision-making**.
- Having **shared expectations across buildings regarding disciplinary practices, spirit week, etc**.
- Make sure **all students are included and feel included** (especially White students).



Appendix A: Definitions of Diversity, Equity, and Inclusion

Over the course of the 2018-19 school year, the **Steering Committee** reviewed definitions of these three key terms, considered what they mean for our work in Rush-Henrietta, and through an iterative and collaborative process, agreed to use the following co-constructed definitions:

Diversity:

A representation of our uniqueness, cultural and lived experiences that make up our community.

Equity:

Equal access to opportunities for all, with the understanding that fair is not always equal and barriers are removed.

Inclusion:

The practice of valuing differences in order to foster a sense of belonging and empowerment.



Appendix B: Teacher Focus Group Protocol 2019

Focus Group Protocol: [Rush-Henrietta School Name Here]

Welcome, my name is [Cathy or Sheila], and I'll moderate today's conversation. My colleague, [Cathy, Bonnie, or Lauren] will be taking notes. I'm going to give you a really brief introduction because we have a very short time this morning and of course we'll answer any questions you may have before we begin.

We are part of a team from the University of Rochester and we are working with a Steering Committee here in Rush Henrietta to help the District assess strengths and weaknesses related to educational equity, inclusion, and diversity. One of the goals of the entire project is to develop an action plan that may include professional development programs that build staff capacities for working effectively with diverse populations of students, families, and colleagues.

Here are some general guidelines that we use for a focus group in order to make all participants feel valued, and to provide a structure that will allow the discussion to run smoothly:

First of all, it is simply a conversation or discussion. There are no right or wrong answers, only differing points of view;

We will address some difficult topics today and it is OK to feel uncomfortable. We want to respect your feelings, but please consider this a safe space to share and be open. OR

Some of these questions may feel a bit personal, and we hope you will be honest in sharing your perspectives. This is not at all a "gotcha" kind of environment, and that is not the work this committee is being asked to do or engaging in.

You don't need to agree with others, but please listen respectfully as others share their views;

My role as moderator will be to guide the discussion with questions we have prepared, but this forum is for you to speak, so I encourage you to talk to each other, and use "I" statements as much as possible;

We need you to take care to speak one at a time so that we can get accurate notes;

We ask that your turn off your phones. If you cannot, and if you must respond to a call, please do so by stepping out as quietly as possible and rejoin us as quickly as you can.

Lastly, are you OK if we record this session using a cell phone? We like to record focus group sessions because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't always write fast enough to get them all down. You may be assured of complete confidentiality. All data we report on from this focus group will be in the aggregate, and any identifying information you share today would be removed from any findings we provide. We will ask all of you to keep this conversation confidential as well. (Ask participants to raise their hand to indicate their consent in allowing us to audio record the session.)

Thank you for taking time to participate in the discussion today.

You might all know each other, but we don't know you yet, please go around the circle and state your first name and subject that you teach or staff role that you have here at [school].

[Ask for brief introductions.]

Questions:

We'll start by talking about the curriculum and supplementary materials that you use, some classroom practices, and then a few questions about how prepared you feel prepared to engage in certain conversations and with certain groups of students in your classrooms.

[Remember to reflect and recap]

How well does the curriculum or the various texts or other materials you use reflect the perspectives and contributions of people of color and women in every subject area, especially in Mathematics, Science, Social Studies, History, and English?

- If so, where do you see this? Can you give an example?
- If not, where do you see opportunities to modify materials?

How well do materials posted on walls or bulletin boards, or other visual materials depict females and males of varied racial, ethnic, age, and disability groups in a variety of roles?

- If so, where do you see this? Can you give an example?
- If not, where do you see opportunities to modify materials?
- In what ways do you promote student cooperation and students working together in your room?
- How do you get students into groups?
- How do you manage conflict?

Let's talk about the tough stuff:

How do you feel about preparing students to engage in productive dialogue around controversial issues like diversity and differences, racism and discrimination, homophobia, sexism, Islamaphobia, etc.? Do you feel prepared to have these conversations in the classroom, or help students have them?

- If so, how DO you prepare students to engage in these types of conversations?
- If so, what techniques do you use to facilitate the conversations?
- What challenges might you face in creating this kind of environment?

How prepared do you feel to engage in trauma informed practices?

- a. What resources are available to support your engagement in trauma informed practices?

Source: Teacher Focus Group Protocol developed by Warner Team for this project

Appendix C: Student Focus Group Protocol 2020/2021

Introduction: Thank you for agreeing to participate in the focus group today. We are interested in learning about your unique experience, as a R-H student, so we can share this information with people who care deeply about creating a healthy and safe learning environment for all students. The way a focus group works is that I will ask one question, and anyone can answer- there are no right or wrong answers. We may use your responses to inform adults at the school on how to make things better but we won't identify who said it so all your responses are anonymous.

We would like to record this focus group for our purpose only; do I have your permission? Thank you. Do you have any questions for me at this time?

Questions: There are so many ways to respond to these questions- there are no right or wrong answers.

Do you feel your school is a welcoming place for all students?

- Why or why not?
- What do you think makes the school welcoming?
- What makes a school not welcoming?
- Do you have ideas about how we could make the school more welcoming for all students?

Many families do not explicitly talk about race, gender identity, or sexual orientation- How do you feel about discussing race, culture, disability, gender identity, and other topics related to diversity with your peers?

- With your family?
- With your teachers?

Do you see student diversity reflected in your schools - in the books, topics of study (curriculum), teachers and staff, school policies or other places? How?

Do you feel that you can bring concerns about how you or others are treated in school to adults?

- If you do bring concerns to adults, do you feel you would be listened to and that the adults would act on what you share?

Do you feel your school is a place where everyone gets treated fairly?

Have you experienced, or witnessed discrimination or harassment by students or teachers and staff? This can be in the classrooms, hallways, bus, social media, etc.

The school is making an effort to be more inclusive, and more equitable. Do you have any recommendations for teachers or administrators that can make the school better?

Source: Teacher Focus Group Protocol developed by Warner Team for this project

Appendix D: Steering Committee Members

The following individuals contributed through their participation on the Steering Committee over the 3-year course of the project.

Mai Abdullah	Meg Gehman	Emily Pearce
Christine Allen	Leda Gibbs	Dominic Piacentini
Nerlande Anselme (facilitator)	Maura Gilsinan	Donna Plain
Jessica Bailey	Jeffrey Green	Marissa Privitere
Simeon Banister	Judith Hager	Qianna Reaves-Campbell
Chris Barker	Jennifer Haines	Sylvene Reiser-Goggin
Dave Baumgartner	William Hall	Amanda Roth
Mary Bloss	Rob Hathaway	Todd Russo
Laura Borate	Brian Hill	Jeanne Schwasman
Travis Briggs	Renee Long	Muhammad Shafiq
Sheila Buck	Melissa Luckey	Alicia Shippy
Melanie Byrne	Kerry Macko	Jada Smith
Jeanette Cannioto	Mark MacMillan	Rehana Suleman
Lisa Clar	Suzanne Maxim	Jennifer Tomalty
Kaci Cresswell	Diane McBride	Geraldo Torres
Roland Delardge	Pat McCue (facilitator)	Diantha Watts
Kim Delardge	John Mcfadden	Shane Wiegand
Lisa Farina	Marcy Mooney	Marvin Wingate
Thomas Felton	Rhonda Morien	Lawrence Bo Wright
Rachel Fisker	James Nunez	Diane Wynne (facilitator)
Ryland Frost	Sadiya Omar	Angela Zhang
Joanne Fusare-White	Zach Paley	