

Council for Diversity and Inclusion

12/10/19 – Meeting Summary

The Council for Diversity and Inclusion met on December 10, 2019.

Council members are included below. Not all were present at this meeting.

Charles Lowery, parent	Charlestown Elementary School
Rob Goldstein, teacher	Charlestown Elementary School
Colleen Guld, teacher	K.D. Markley Elementary School
Dana Mohamed, parent	General Wayne Elementary School
Sarah Slaybaugh, teacher	General Wayne Elementary School
Lisa Phoenix, teacher	General Wayne Elementary School
Cristina Juisti, parent	Sugartown Elementary School
Ashlyn Llerandi, teacher	Sugartown Elementary School
Christina Ensling, teacher	Sugartown Elementary School
Shannon Maroney-Garrett, parent	Great Valley Middle School
Tia Jiles, parent	Great Valley Middle School
Ila Awasthi, parent	Great Valley High School
Diana Tiburcio, student	Great Valley High School
Kevin Fitzpatrick, staff member	Great Valley High School
Sharon Webster, community member	Great Valley Community Member
Victoria Morris, administrator	K.D. Markley Elementary School
Kyle Hammond, administrator	Sugartown Elementary School
Heidi Capetola, administrator	Great Valley High School
Jason Rasmussen, administrator	District Office
Abby Linderman, administrator	District Office
Karen Taratuski, administrator	District Office
Samantha Jouin, board member	GVSD
Jennifer Blake, administrator	District Office (facilitator)
Joanna Wexler, administrator	District Office (facilitator)
Regina Speaker Palubinsky, administrator	District Office (facilitator)

At its first meeting in November, Council members used the goals of the Council to identify what data would be needed to conduct work around the goals. The goals of the Council are:

1. Fostering a safe and healthy school climate where all students feel they belong.
2. Promoting an inclusive culture that engages and appreciates the diverse assets of students, families, staff and community members.
3. Encouraging and expanding the District’s conversations about topics related to equity and social justice.
4. Eliminating systemic inequities and disparities in student achievement and belonging in our schools.

At The December meeting, much of the data in which the Council was interested in was shared. That included:

- Perception data (YouthTruth results)
- Local data
- State data
- Demographic data

Council members spent time in small groups examining the four data areas. As questions were asked about the data, they were recorded.

The questions around each data set are included below.

Perception Data (YouthTruth Survey)

- Why did girls in most categories give higher scores?
- Elementary data: are all schools similar or are there differences between schools?
- College and career readiness- can we break out the data by the 9th, 10th, 11th, 12th?
- How do ratings of culture and engagement extend to which students are involved in club, activities, sports, etc. at the high school?
- Students who identify as “other” rate engagement in culture and college courses readiness lower- why?
- Can college and career readiness be analyzed separately? (To ensure not tracking one race/group to college and another to a career)
- Are teachers able to talk/read books about transgender?
- Do our resources (books, etc.) reflect the stories of our students?
- How truthful are students in their responses?
- Elementary data is only categorized by gender- can we ask them to identify themselves in other ways?
- What is happening in each building to change/ affect student ratings? What other variables are there?
- Are expectations different for different racial groups vis-a-vis college and career readiness? i.e. do the white and Asian students have higher expectations, so they rate it lower?
- College/career readiness theme: higher rating from black/Hispanic than white/Asian students- is this from a college or career perspective given AP/Honors numbers and Special Ed numbers?
- Youth Truth- What can we do to improve outlook/satisfaction of students who do not identify as male or female?
- How does the cultural exp. of students impact the ratings?
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Local Data

- How does faculty age representation matter national norms?
- Steady increase in ESL students- how have our staff and services changed in response to this?
- In terms of hiring teachers of other cultures- how is the profession perceived in their “home” country/culture?
- There is significant underrepresentation of people of color in teacher ranks – why?

- Do/ how do the # of students with free and reduced lunch correlate to # of students in LS/ AP/Honors/ Gifted/ Suspensions?
- Do we offer students to identify as “other” not just male or female?
- How are teachers of color recruited/retained/supported?
- Students of color increased every year over the last 5 years- is teaching population reflective of increasing student population?
- How best to reach economically disadvantaged families?
- How do we ensure student and staff feel like they belong in GV?
- Who are the people in teacher preparation programs? Diversity? Does it exist in colleges?
- What proactive measures can we take to have more diverse teachers?
- Can we revise our job descriptions to ensure there are no words/terms that makes diverse candidates shy away from applying?
- How does the teacher applicant population compare racially to our teacher population?
- Large increase in ESL population, are we providing more resources for them (just from 2014 to 2020 the ESL pop. Increased from 208 to 236)?
- Is recruiting literature reflective of diversity? Needs to

State Level Data

- How can you change perception of teachers of ESL students and need for Spec. Ed. Testing?
- Can we decrease this bias? How? (on standardized tests to determine giftedness)
- Gifted screener in other languages?
- How many Hispanic students in Special Education are ESL students?
- Are all students with an IEP considered Special Ed? Does that answer change in elementary, middle, and high school?
- Are Asian students more “gifted” than other students or just more readily identified? What contributes to this identification?
- Can we share out what percent of students in district are ELLs and what percent of ELLs are in gifted and special education?
- How to coordinate evaluations from outside sources vs. the LEA?
- Is there an “other” category? Can we break down the categories further (i.e. Chinese vs. Indian)?
- Is there any benefit to measuring data excluding ESL? Can we see comparisons of state averages (%) compared to Special Education and LEA?
- How does teacher perception effect testing of students for LS or gifted?
- What is the % of students in the district?
- What % of the GIEP kids are “originally” identified vs. pushed by parents for additional/private testing? Can we do gifted screening in later years, not just 1st grade?
- How do we separate language barrier from learning disability?
- Are there other ways we can support our Hispanic/ELL students other than Special Education?

Demographic Data

- OSS/ISS cross reference with SES, SPED, etc.
- How is the demographic question asked in registration paperwork?
- Do we have info on bus referrals by race?
- ISS or OSS- how many of these students have behavioral challenges (ADHD/Autism/Anxiety, etc.)
- What are national averages for Honors/AP enrollment?
- We have the # of students enrolled in Honors/AP. I wonder how the students are performing in the classes?
- How can we encourage all students to take at least one AP or Honors course in their area of strength?
- How involved/knowledgeable are the parents of students who are not involved in AP/Honors? Do those students need an advocate?
- Are we possibly missing any students who should be in honors?
- What are the typical offenses and how do we respond?
- What defines an AP or Honors class and how does it exclude students?
- Why are only ½ of black/Hispanic students in AP classes?
- Why are most of the Asian and white students in AP classes?
- What can we forecast?
- Questions data raises: Why OSS/under represented; can we add more classes (it's not pie, all should have app), are all informed and achieve success; makeup of teachers teaching classes; limited # of spaces (no); can parents ask to have child take AP (yes)
- What is makeup of staff teaching Honor and AP classes? Are underrepresented students reflected in curriculum/teacher?
- How does an IEP factor into suspension rates? If they do what does data look like for numbers/percentages of students with IEPs?
- What positive behavior supports are in place? (overrepresentation of black/Hispanic students)
- Do we have SAT/ACT results comparisons?
- Can we somehow have students rate substitutes?

The Council reviewed set meeting dates for the remainder of the year:

- January 28, 2020
- March 10, 2020
- May 5, 2020

The meeting adjourned.