

# District Leadership Presentation to the Board

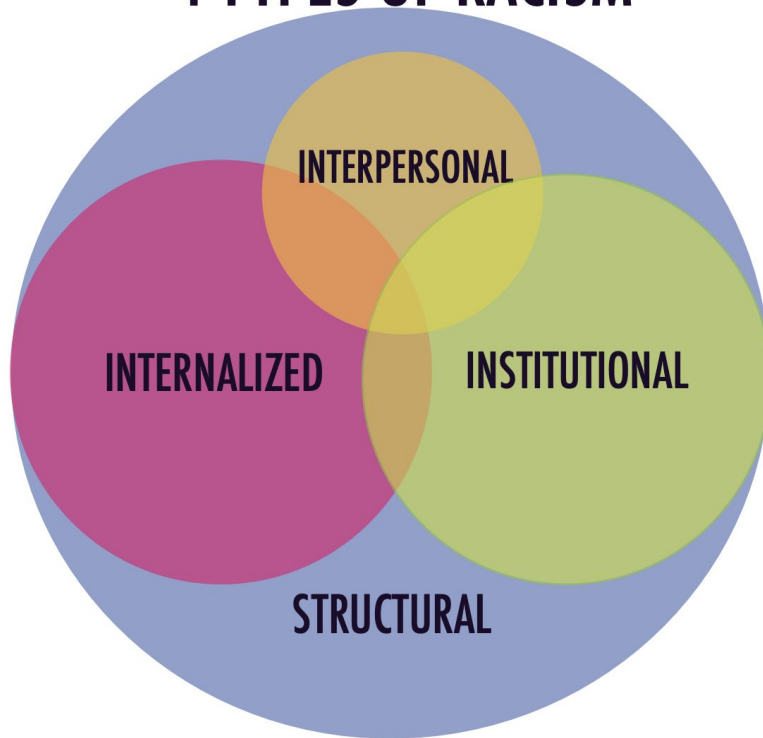
April 12, 2023



## Bexley City School District

# Superintendent Introduction

## 4 TYPES OF RACISM



# Leadership Team Presenters

- **Superintendent - Jason Fine**
- **Leader of Diversity, Equity, and Inclusion - Marcellus Braxton**
- **Director of Operations and Facilities - Dr. Harley Williams**
- **Director of Employee Relations - Melissa Klosterman-Lando**
- **Director of Curriculum and Gifted - Dr. Shirley Hamilton**
- **Director of Student Services and Accessibility - Barb Gentile Green**
- **Director of Technology - Brad Pettit**
- **Middle School Principal - Jason Caudill**
- **High School Principal - Dr. Kristin Robbins**
- **Elementary Principals - Nyesha Clayton, Jeannine Hetzler, Rachel Niswander**
- **Leader of Experiential Learning - Steve Shapiro**



# Diversity, Equity & Inclusion

## Diversity, Inclusion and Representation VERSUS Equity and Anti-Racism

- Diversity represents a collective (although it's often not used that way)
- Inclusion means to be included in a structure
- Representation means ensuring a certain identity, viewpoint, or other characteristic is seen or is able to contribute
- Diversity and Inclusion methods often focus on those who have been harmed or oppressed.



# Diversity, Equity & Inclusion

## Equity and Anti-Racism

- Equity represents fairness and justice
- Anti-racism means acknowledging, identifying and eliminating racism by disrupting or transforming systems, structures, policies, etc., as well as redistributing power.
- Equity and anti-racism methods examine power structures that harm and are put into place by those who are the oppressors.



# Diversity, Equity & Inclusion

- Question: How is the equity plan used to create systemic change?
- Problem that needed to be addressed: How do we determine whether there is an issue of equity, and what do we do?
- Three examples of implementation:
  - Methods of communication/focus groups
    - Equity Reporting Tool
  - Curriculum Review Process
  - Examination of issues brought forth
    - Food security
    - Student/staff/community-initiated issues/concerns
    - Makes us consider past, present, and future
    - Strategic Plan Implementation (Review, Create, Audit)
- Each building and department utilizes the collective equity plan



# Diversity, Equity & Inclusion

- This equity plan encourages us to think proactively in multiple ways.
  - How to proactively be prepared to respond to conflict
  - How to act proactively in order to prevent/disrupt
- Collective District Work
  - Climate Committee - Restorative Practices
    - External Work: Dr. Falami DeVoe - Working with the Climate Committee with respect to community conversations, healing, Black girlhood



# Diversity, Equity & Inclusion

## Process for Identifying and Addressing Issues Related to Equity

- Identify the issue and its immediate and long-term needs.
- Identify who should be involved in a decision (**Who makes up the team of people addressing the issue?**)
- Define what involvement looks like for everyone.
- Identify **when (or at what point)** people should be involved in a situation.
- Establish what proper communication looks like throughout.
- Determine what facts, data, and outcomes the district needs.
- Complete a review of the process





# Diversity, Equity & Inclusion

## District's Overall Approach to Equity

*Individual/specific issue or concern that relates to equity*

When there is an individual issue (or an issue perceived to impact one individual or specific place, item, or entity) that relates to equity, we will focus on the following:

- Identification and acknowledgement of the issue/harm
  - **If a standalone issue is determined to be part of a systemic issue, then the same approach would be followed.**



# Diversity, Equity & Inclusion

## Systemic Equity Issue or Concern

When considering the origin, context, impact, and effectiveness of a policy, plan, or practice:

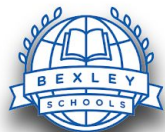
- How have or will you consider, contextualize, and factor in the impact of years of discrimination (racism, sexism, ableism, etc.), white supremacy, anti-Blackness, and other historical marginalization that has led to and perpetuated inequality?
- Have there been any repairs/reparations to address the barriers that exist, and what is the tangible positive or negative impact that has occurred or might occur because of this policy, procedure, or practice?
- Has the building, district, or the Board of Education decided to change/put this policy, procedure, or practice in place with the specific intent of producing, maintaining, or sustaining equity? Are your decisions guided by some level of proof and/or evidence?



# Director of Operations & Facilities

## Operations Department

- Facilities
- Food Service
- Custodial/Maintenance
- Extracurriculars
  - Athletics
  - Theater



# Director of Operations & Facilities

## Facilities

- Created Evacuation Guidelines for those with mobility issues
- Summer projects include addressing building access issues for students



# Director of Operations & Facilities

## Food Services

- Universal Access to Breakfast Program



# Director of Operations & Facilities

## Athletics

- Sports Can Battle Racism - Positive Coach Alliance Webinar for our coaching staff
- BCSD Athletics Gender-Diverse Inclusivity Guidance for Coaches
- Coaches guidance to protect players from derogatory and offensive comments and behaviors while competing



# Director of Operations & Facilities

## Theater

- Updating Performance Selection Process



# Employee Relations

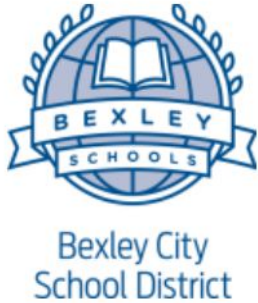
## Equitable Hiring Processes

- Expand our candidate pool to diversify our profession
- Eliminate barriers for candidates in interviews which allows us a better opportunity to get to know our candidates
- Diversify our interview teams





# Employee Relations



**BMPA**  
Bexley Minority  
Parent Alliance



- BCS Networking and Informational Event on February 26
- Co-hosted with Bexley Minority Parent Association (BMPA), Bexley Pride, and Bexley Special Education PTO (SEPTO)



# Employee Relations

## Ohio University's Brothers RISE (Rallying to Inspire and Shape Education) Program



# Employee Relations

## Ohio State University's BRIGHT Fellow Program



**BRIGHT**<sup>®</sup>  
at The Ohio State University



# Teaching & Learning • Curriculum & Gifted • Student Services & Accessibility • Technology

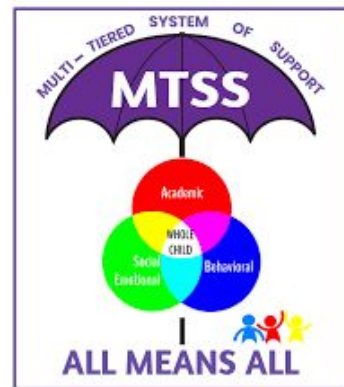
- Curriculum Review Processes to include equity audits
  - Developed additional questions to examine equity & inclusion
  - Met with K-5 social studies teacher committee, coaches, and the Leader of Diversity, Equity, and Inclusion to examine current practices and determine needed revisions
  - Finding connections in curriculum lessons/maps
- Talent Development Program in Grades 1 - 3 – critical thinking lessons for **all** students in Grades 1- 3 to identify potential



# Teaching & Learning • Curriculum & Gifted • Student Services & Accessibility • Technology



**NATIONWIDE CHILDREN'S**  
*When your child needs a hospital, everything matters.*



# Teaching & Learning • Curriculum & Gifted • Student Services & Accessibility • Technology

- Digital wellness goals in our upcoming Technology Plan to have an increased emphasis on online etiquette learning
- Greater measures to capture internet/device usage to assist leaders in crisis situations





# Secondary Schools



High School Principal Kristin Robbins & Middle School Principal Jason Caudill



# Elementary Schools



- Absolute clarity that the incident in February warranted response from all elementary faculty
- Anti-racist work is a life-long endeavor
- When racism happens to one of us, it impacts our whole community.
- We are honing the methods we're using to inform our work moving forward





# Elementary Schools

Each school's faculty has committed to collaboration with BMAPA and PTOs for practical support of these efforts:

- Resources to families (literature lists, conversation guides)
- Experiences for students in support of curriculum and building community
  - Artists in the schools & guest speakers
  - Lunch & Learn seminars for students (Difference Makers)
  - Parent/teacher/community engagement in critically important conversations, book/podcast studies
  - Wit & Wisdom experiences



# Elementary Schools

	Module 1	Module 2	Module 3	Module 4
<b>K</b>	<b><i>The Five Senses</i></b> How do our senses help us learn?	<b><i>Once Upon a Farm</i></b> What makes a good story?	<b><i>America, Then and Now</i></b> How has life in America changed over time?	<b><i>The Continents</i></b> What makes the world fascinating?
<b>1</b>	<b><i>A World of Books</i></b> How do books change lives around the world?	<b><i>Creature Features</i></b> What can we discover about animals' unique features?	<b><i>Powerful Forces</i></b> How do people respond to the powerful force of the wind?	<b><i>Cinderella Stories</i></b> Why do people around the world admire Cinderella?
<b>2</b>	<b><i>A Season of Change</i></b> How does change impact people and nature?	<b><i>The American West</i></b> What was life like in the West for early Americans?	<b><i>Civil Rights Heroes</i></b> How can people respond to injustice?	<b><i>Good Eating</i></b> How does food nourish us?
<b>3</b>	<b><i>The Sea</i></b> Why do people explore the sea?	<b><i>Outer Space</i></b> How do people learn about space?	<b><i>A New Home</i></b> How do stories help us understand immigrants' experiences?	<b><i>Artists Make Art</i></b> What is an artist?
<b>4</b>	<b><i>A Great Heart</i></b> What does it mean to have a great heart, literally and figuratively?	<b><i>Extreme Settings</i></b> How does a challenging setting or physical environment change a person?	<b><i>The Redcoats Are Coming!</i></b> Why is it important to understand all sides of a story?	<b><i>Myth Making</i></b> What can we learn from myths and stories?
<b>5</b>	<b><i>Cultures in Conflict</i></b> How do cultural beliefs and values guide people?	<b><i>Word Play</i></b> How and why do writers play with words?	<b><i>A War Between Us</i></b> How did the Civil War impact people?	<b><i>Breaking Barriers</i></b> How can sports influence individuals and societies?



# Strategic Plan

## Current Status

**Phase II** continues with 4 subcommittees meeting regularly.

- **Culture Subcommittee** - Focusing on Student Wellness, High-Quality Staff, Defining Success, and Community Partnerships
- **Diversity, Equity and Inclusion Subcommittee** - Focusing on Equitable and Inclusive Learning Environments and Community, and Building Belonging and Safety



# Strategic Plan

## Current Status

- **Facilities Subcommittee** - Focusing on Creating a Master Facility Plan, Developing Flexible Spaces to Meet the Needs of Every Learner, and Creating Spaces Promoting Belonging and Safety
- **Teaching and Learning Subcommittee** - Focusing on Equity with a Multi-Tiered System of Support, Well-Being of Students and Staff, Pedagogical Strategies, Student Agency, and Critical Thinking



# Strategic Plan

- Subcommittee members made decision to weave DEI objectives into the recommendations of the other three focus areas, rather than separately state DEI-specific goals.
- Our next strategic plan will consider decision-making regarding school culture, facilities, and teaching and learning through a thoughtful DEI lens and aligned with the school district's Equity Plan.





**WE ARE ONE BEXLEY**



**THE ONE BEXLEY PROJECT\***

# “One Bexley”



Steve Shapiro, Leader of Experiential Learning

# “One Bexley” Project

Bexley community members who are interested in helping to lead this project are encouraged to attend a Community Leadership Planning event

- **Wednesday, April 19**
- **6:30 p.m.**
- **Bexley Public Library Auditorium**





# “One Bexley” Project

- BCS, City of Bexley, and Bexley Public Library
- Goal: Bexley as a welcoming/inclusive community
- Culture change; not a single program
- BCS reps are Dr. Fine, Alissha Mitchell, Joanne Pickerell, Marcelius Braxton, and Steve Shapiro



# THANK YOU!

## QUESTIONS?

