

Lexington Human Rights Commission Update



LEXINGTON
PUBLIC SCHOOLS

Operational Definitions

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity, and gender, but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

Inclusion is the act of authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision- and policy-making in a way that shares power.



Update on Discipline

- New data collections, review procedures and supports to promote better understanding and reflection among district and school leaders
 - More frequent and consistent team-based reviews of discipline data
 - Case studies among school & district leaders
 - Sharing data with faculties to engage in critical conversation
- Review of our current practice and research from the field
- Most importantly, ongoing process of calibration among leaders & faculty members, with a focus on issues of equity

2017-18: 1 or More Suspensions By Subgroup (% of students)

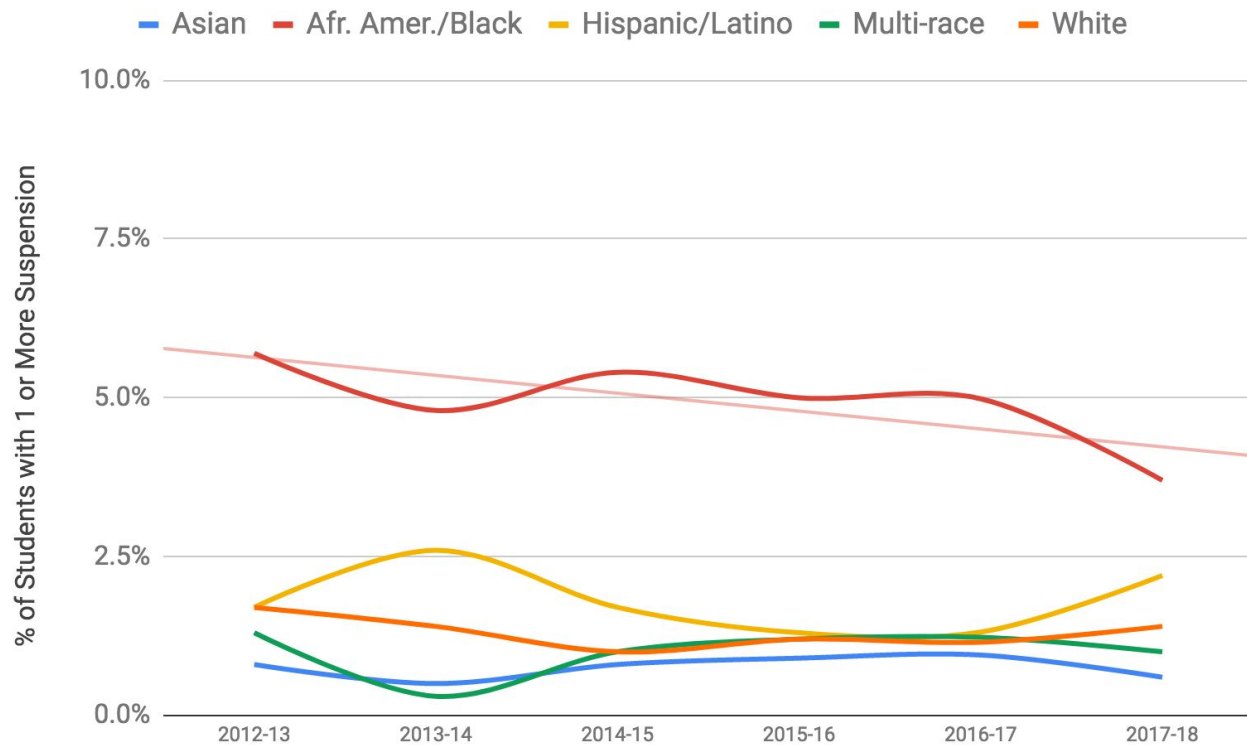
How do suspension rates vary by subgroup?

Student Group	% Students Disciplined	# Students Disciplined	Total Students
All Students	1.2%	88	7,439
English Learners	1.0%	6	620
Economically Disadvantaged	2.3%	12	529
Students w/ Disabilities	3.1%	31	1015
High needs	1.9%	39	2,084
Female	0.5%	17	3626
Male	1.9%	71	3,812
Asian	0.6%	17	2870
Afr. Amer./Black	3.7%	11	296
Hispanic/Latino	2.2%	6	273
Multi-race, Non-Hisp./Lat.	1.0%	5	478
White	1.4%	49	3515

*Interpretive example:
In 2017-18, 88 students or 1.2% of LPS students received one or more suspension.*

2013 to 2018: LPS % Students Disciplined By Race

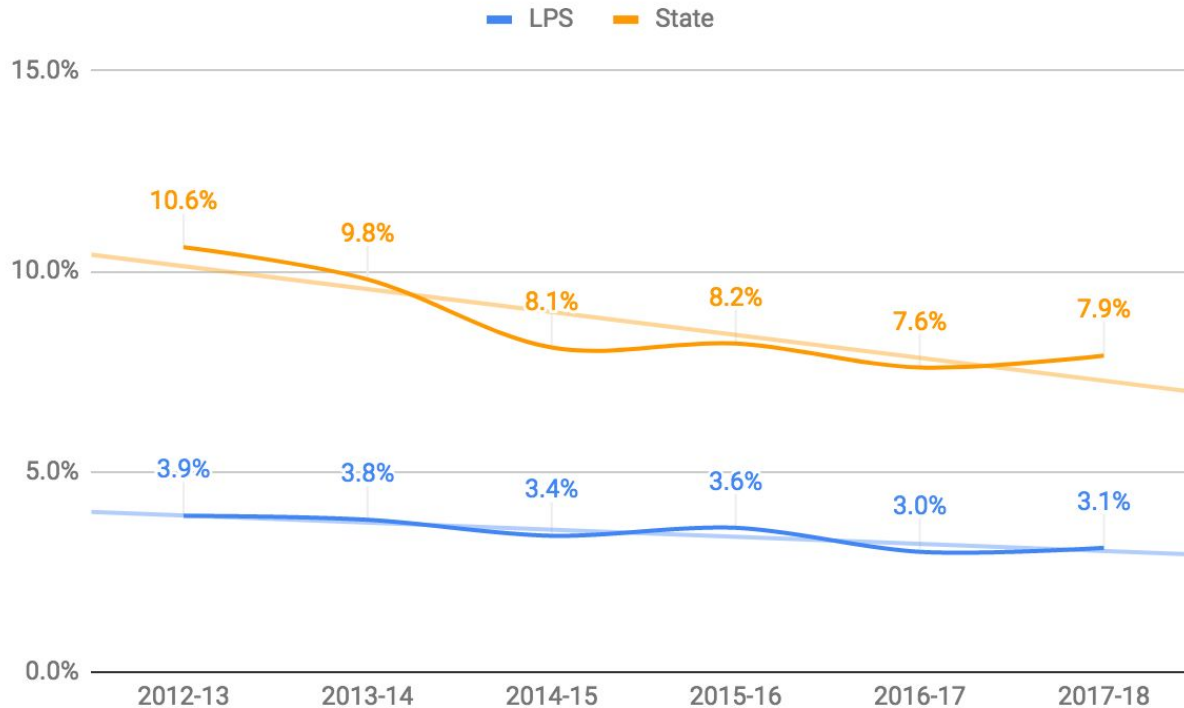
How do suspension rates vary by race/ethnicity over time?



	Asian	Afr. Amer./Black	Hispanic/Latino	Multi-race	White
2012-13	0.8%	5.7%	1.7%	1.3%	1.7%
2013-14	0.5%	4.8%	2.6%	0.3%	1.4%
2014-15	0.8%	5.4%	1.7%	1.0%	1.0%
2015-16	0.9%	5.0%	1.3%	1.2%	1.2%
2016-17	0.9%	5.0%	1.3%	1.2%	1.2%
2017-18	0.6%	3.7%	2.2%	1.0%	1.4%
3 year avg rate	0.8%	4.6%	1.6%	1.1%	1.3%

LPS vs. State: % of Special Education Students Disciplined

How do suspension rates for LPS students receiving special education services compare to the State?



	3 year Average
LPS	3.2%
State	7.9%

2018-19: 1 or More In- & Out-of-School Suspensions by Subgroup (*Students*)

Where do we stand so far this year? How do suspension rates vary by subgroup?

	Total # of ISS = 22	Total # of OSS = 50			
	# students with 1 or more in-school suspensions	# students with 1 or more out-of-School suspensions	# students with 1 or more suspension	Total enrollment as of 3/12/19	% suspended (1 or more time this year)
All Students	20	41	56	7312	0.8%
English Learners	2	0	2	615	0.3%
Students w/ Disabilities	6	18	21	934	2.3%
Free or Reduced Lunch	5	5	8	420	1.9%
METCO	2	1	3	215	1.4%
Female	3	9	11	3577	0.3%
Male	17	32	45	3734	1.2%
Asian	4	9	11	2907	0.4%
Afr. Amer./Black	3	5	8	292	2.7%
Hispanic/Latino	0	2	2	297	0.7%
Multi-Race	1	5	6	506	1.2%
White	12	20	29	3496	0.8%

As of 3/19/19

2018-19: In- and Out-of-School Suspensions (*Incidents*)

Where do we stand today? What are LPS students suspended for?

	In-School Suspension (Total Incidents = 22)	Out-of-School Suspension (Total Incidents = 50)	All (Total = 72)
Drug use or possession (e.g. Marijuana)	2	17	19
Weapon	0	7	7
Tobacco	3	4	7
Attendance violation - leaving the building	4	2	6
Threat	2	4	6
Theft	2	3	5
Harassment of another student (non-sexual)	1	3	4
Physical altercation - mutual	3	0	3
Dishonesty (plagiarism)	2	1	3
Physical altercation or attack	1	2	3
Alcohol	1	2	3
Violation of rules	0	3	3
Harassment of another student (sexual)	0	1	1
Unauthorized area (e.g. roof)	1	0	1
Obscene behavior	0	1	1

What we are learning...

Highlights from our discipline data (suspensions and office referrals)

- Relatively low incidence of discipline; however, disproportionality among some student subgroups (Black/African American, male, special education students in higher proportions)
- Common discipline incident types by level:
 - “Non-compliance” & “Physical contact/Aggression” (Elementary)
 - “Disorderly conduct” (Middle School)
 - Attendance/skips + Tobacco + Drugs (High school)
- Our most frequent response: “conference with student”, “phone call to parent,” “apology” & “detention”

DEI GOALS FOR ALL ADMINISTRATORS - Every administrator wrote a DEI Professional Practice Goal for the 2018 - 2019 school year. The goal is tied into the Lexington's Supervision and Evaluation process. Here are two sample goals:

- **Clarke** - *As referenced in the Administrative Council's September 2018 position paper titled "Diversity, Equity and Inclusion, Our Call to Action", there is a documented disparity in discipline practices between students of color, students with disabilities and their white and non-disabled peers. As a member of the Administrative Council and Clarke staff, I will increase my knowledge of diversity, equity, and inclusion through district, school and person learning and this work will be measured through the implementation of the following action steps...*
- **LHS** - *As a leadership team, we will examine, identify, prioritize, and address equity and access in our school's educational practices*

Innovative Practices

- **District** - Equity Audit
- **District** - Case Studies for Principals using Consultancy Protocol
- **District** - Building-based Admin. Council meetings once a month with DEI focus
- **District** - all Admin. Council members QPR trained (suicide prevention)
- **LCP** incorporated ELL services to increase access for students with other languages and created libraries with literature from all cultures represented.
- **Harrington** staff participated in a variety of theater experiences which included talk back with actors and staff dialogue related to DEI.
- **Fiske** staff and students participated in a school wide diversity book club which also involved parents and families discussing literature that portrayed many cultures that make the school community.
- **Bowman** expanded Dismantling Racism and is now working to address other “isms”.

Innovative Practices

- **Lexington High School** - weekly drop in support group that is co-led by a social worker of color and a white counselor where students of color can come to discuss their experiences at LHS and provide support to one another (this averages 20 students per meeting).
- At both **Diamond and Clarke**, staff have participated in professional learning on improving school climate by piloting strategies that are focused on building relationships with all students. In addition, at both schools there are grass-roots efforts that are woven into the fabric of regular instructional practices. For example, at both schools, the 7th grade English teachers compile literature and create their own anthology that is reflective of stories from many different cultures and perspectives.

Innovative Practices

- **Estabrook** has continued its second year of professional learning facilitated by the school's Equity Team, including a workshop on implicit bias and the brain, staff discussion and action related to office referral data, a workshop on the four forms of modern racism, and a site visit/audit conducted by a consultant from the Coalition of Schools Educating Boys of Color.
- **Bridge** staff have participated in school wide professional development related to bias in curricular materials and has also had local cultural coalitions share personal stories related to education in their cultures (Building Bridges Across Cultures).
- **Hastings** has participated in professional learning related to restorative justice practices as a way to support adults and students.

Sample Action Steps in LPS Administrators' 2018 - 2019 Goals:

- Work with an outside consultant to speak with faculty on how we perceive situations specifically related to diversity, equity and implicit bias.
- Expand collaboration with RIDES
- Use LEF Community Grant funding to work with Jeffrey Benson
- Attend Conference on DEI Topics:
 - Access and Equity Conference, November 2018
 - Attend the METCO Directors 'Conference in December 2018
 - Attend IDEAS Conference on Equity and Inclusion
 - Attend trainings on Restorative Justice practices
- Examine our classroom instructional practices through a DEI lens
- Work with the Director of Data and Assessment to analyze and interpret the results of student surveys as it relates to school culture and climate
- Attend the Lexington Learns Together sessions (1) addressing special education and the social emotional well being of all of our learners; (2) ELL series focusing on multicultural diversity of Lexington where cultural groups discussed educational experiences in their native countries and in Lexington

Human Resources

- District membership with diversity recruitment groups: Greater Boston School Human Resource Network and Massachusetts Partnership for Diversity in Education, Nemnet (a national Diversity Recruitment & Consulting Firm)
- Participated in diversity recruitment events
- Promoted selected candidates for hiring consideration
- Co-hosted a Building Bridges forum to offer districts opportunity to learn about statewide efforts in hiring and developing diverse educators
- Social Workers for METCO and Lexington students of Color
- EOC Affinity Group (Employees of Color)
- Established a position for and hired a Director of Equity and Student Support
- Educator team working on developing diverse support staff within the district to seek careers as educators
- Bargained language in LEA contracts requiring a DEI course for all new to Lexington staff

Student Voice and Supports

- Student participation in IDEAS
 - goal : to increase student participation
- Student-led petitions -- systemwide: increase diversity of professional staff & increase multicultural offerings for students
- Lift Every Voice Challenge Challenge & Black National Anthem -- 200+ students participated
- Expanding supportive services/utilization of METCO supports to include Lexington residents.
- Middle and High School Youth Conferences & Workshops -- specifically for students of color.

Diversity, Equity & Inclusion Drives Planning and Implementation with CIAPL

- Curriculum Review Process
- Examination of levelling demographics in LHS math courses
- Increased targeted professional learning opportunities for co-teachers
- Project-Based Learning
- Development of new courses

Professional Learning - Districtwide

Better Beginnings Induction Program 2017

- 2 Equity Sessions (1 mandatory)

Better Beginnings Induction Program 2018

- Explicit DEI Strand
- 7 DEI Sessions (2 mandatory)
- Contract language negotiated for mandatory Year 3 cultural proficiency course

Lexington Learns Together 2017

- 10 Equity Sessions

Lexington Learns Together 2018

- Explicit DEI Strand across the day
- 3 Guest Presenters from EDCO IDEAS
- 28 DEI Sessions

Other LPS Professional Learning Programs:

- After-School PL Program - providing courses open to all, including: *Equity Book Club: Multiplication is for White People*, *STEM for All: Diversity, Equity, Access, and Inclusion in Teaching STEM*, and *Cultural Aspects in Education*
- Summer Workshops - requiring inclusive participation to create curriculum that better serves all students
- Professional Conferences - We have sent participants from all levels and schools to DEI-focused conferences, and they are sharing their learning in many ways across the district

Professional Learning (School-Based)

- DEI work differentiated by school and funded through the Curriculum Office. There are funds being set aside to continue this pilot next year.
- Each school within LPS is engaged with DEI efforts that fit the specific needs and goals of that school, and implementing professional learning for faculty and staff to support that work.
- An effort to build adult and student capacity
 - Restorative Justice training, several book clubs, and working with external consultants on implicit bias, culturally responsive teaching, bullying, and creating safe schools for LGBTQIA+ students.

Challenges/Next Steps

1. DEI: Our Call to Action paper revised and updated
2. DEI Community Input Teams up and running
 - a. Recruit and retain diverse staff
 - b. Expansion of inclusionary efforts
 - c. Cultural proficiency - more work on mandatory training for all staff, as well as students and parents/caregivers
3. Continued effort and focus on addressing areas of concern as reported through the Equity Audit and existing sources of data, including YRBS (LGBTQIA+ reports of bullying and harassment at school and online; suicidal ideation).