



Welcome!



Underrepresentation and Overrepresentation in Our Schools

**Sheli Porter & Debbie Hunley-Stukes
Chesapeake Public Schools**

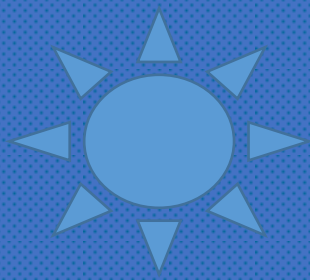
Underrepresentation and Overrepresentation in Our Schools:

**What is a School
Leader to Do?**

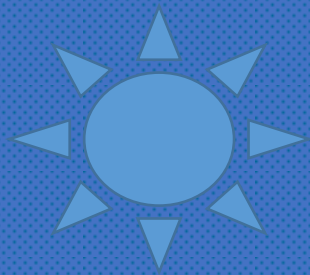


We are so glad you
are here.





It is time for schools
to have important
conversations...



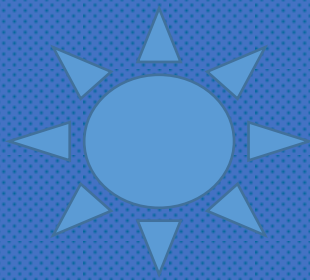
...conversations
about EQUITY.

We'd like to share how
CPS started the
conversations last year

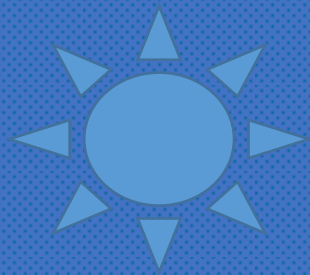
Mandatory professional
development with all
principals and APs in
October and February



Principals and APs met
in separate sessions



UNDERREPRESENTATION AND OVERREPRESENTATION



FIRST STEPS FIRST

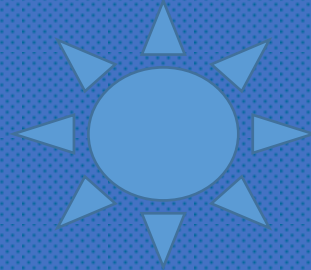
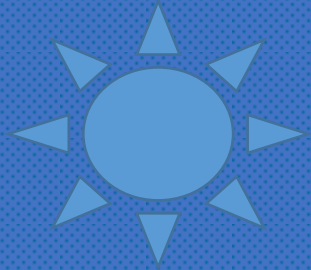
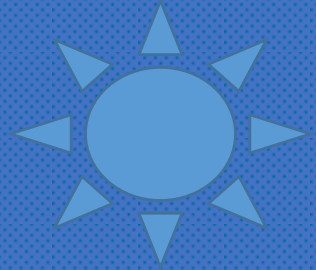


SHOW VALUE FOR ALL WE SERVE

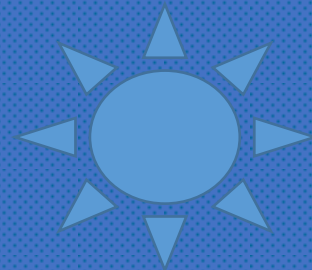
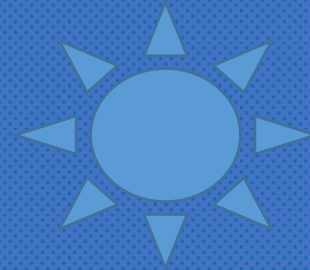
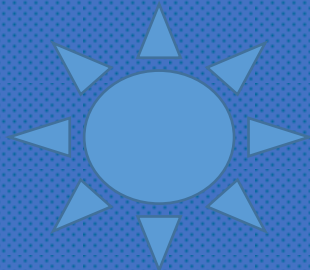
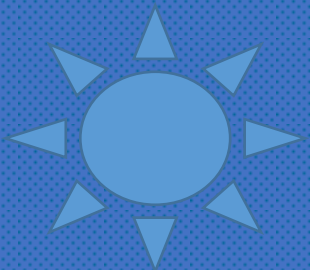
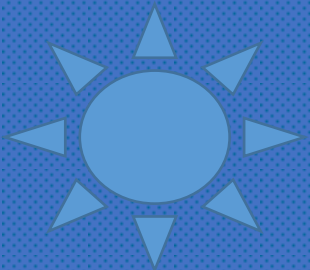
MAKE
CONNECTIONS.

BUILD RELATIONSHIPS.

SERVICE PROVIDERS



OCTOBER



We Developed Common Language

Cultural
Presence

Personal
Attitudes/Beliefs

Invisible
Barriers

Equity

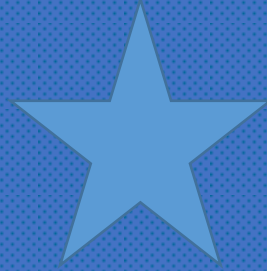
Tolerance

Born
Experience

Chosen
Experience

Culture-
Blind

Silenced
Dialogue



**WE MADE
CONNECTIONS**



WE ACKNOWLEDGED
THAT SCHOOL LEADERS
HAVE INFLUENCE

TASKED WITH SEEKING EQUITABLE ATTITUDES

Teachers, Counselors, and Other Staff members have a significant impact on how our students are educated and treated

**Asked leaders to
determine what unique
messages were needed
for THEIR schools**

**WE SHARED VIDEOS TO
REINFORCE THE
MESSAGE**

In the following video
if these were your
students, what would
you do?



WHY WE MUST TEACH TOLERANCE... from a child's perspective

<https://www.youtube.com/watch?v=C6xSyRJqle8>

**If these students were
at your school, would
you do anything
differently?**

**We provided time
to self-reflect**

When you were a
K-12 student, did
you ever feel
invisible or
less than...



**Have you ever
been
stereotyped?
How?**

**Who was your
biggest influence
in your school
days?**

**What is something
that happened in
your school days that
changed your
direction?**

**When did you
realize your
ethnicity?**

BUILDING TRUST & RELATIONSHIPS...

PICK SOMEONE YOU DO
NOT KNOW AND SHARE

HOW COURAGEOUS ARE YOU?

**DOES ANYONE WISH TO
SHARE WITH THE GROUP?**

**Have you ever
been
stereotyped?
How?**

**Who was your
biggest influence
in your school
days?**

**What is something
that happened in
your school days that
changed your
direction?**

**When did you
realize your
ethnicity?**

We must intentionally
work to diminish the
sense of feeling
invisible or less than
in our schools

AVOID EQUITY
TRAPS

**Avoid seeing
differences as
deficits**

Differences



are OK



Avoid erasing
race and
culture

#itooamharvard

" I don't see
COLOR."
... Does that mean
you don't see Me?"

**Avoid rationalizing
bad behaviors and
unsuccessful
practices**

**Avoid norming
the negative**

SHOW VALUE FOR
ALL WE SERVE

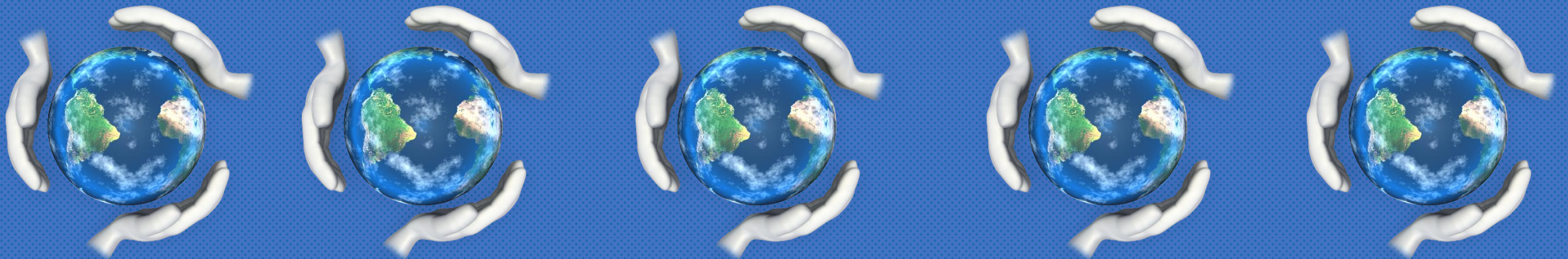




SCHOOL (or DIVISION) SELF-ASSESSMENT

The checklist we used was adapted from
*Promoting Cultural Competence and
Cultural Diversity in Early Intervention
and Early Childhood Settings*

by Tawara Good





Are our programs
representative of the
population we serve?

SCHOOL or DIVISION DATA ANALYSIS



DIVISION AND INDIVIDUAL SCHOOL DATA

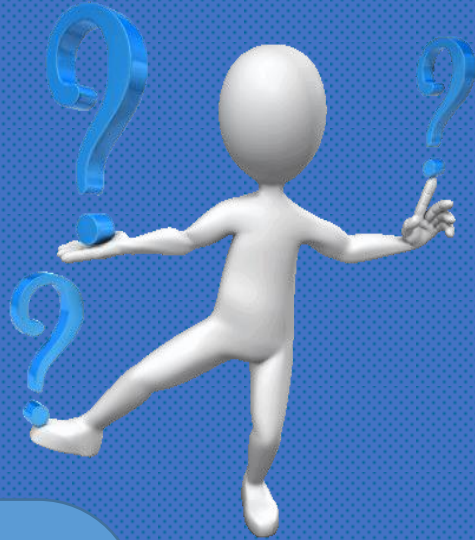


SPECIFIC AREAS WE ANALYZED

- Overall Special Education Representation
- Enrollment in Honors Courses
- Discipline Rates in ISS and OSS
- Enrollment in AP Courses
- Gifted Identification Rates

**ASKED THE
FOLLOWING
QUESTIONS TO DRIVE
THE ANALYSIS:**

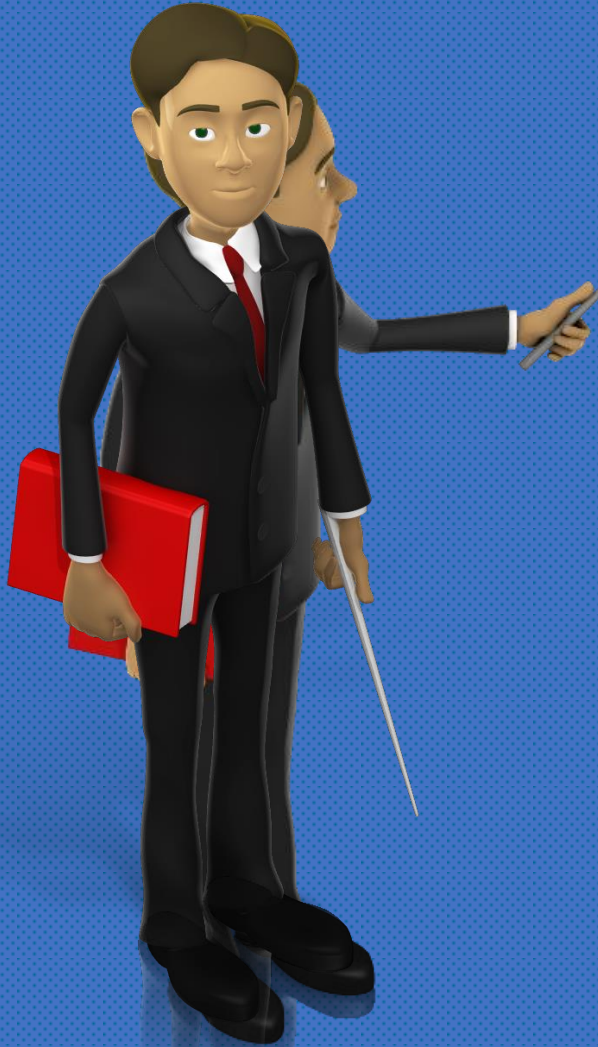
What patterns do you see?



Are there apparent strengths and weaknesses?

What can be done?

What needs to be done differently to meet students' needs?



DEFINED NEEDS
& WISHES FOR
THE NEXT
SESSION

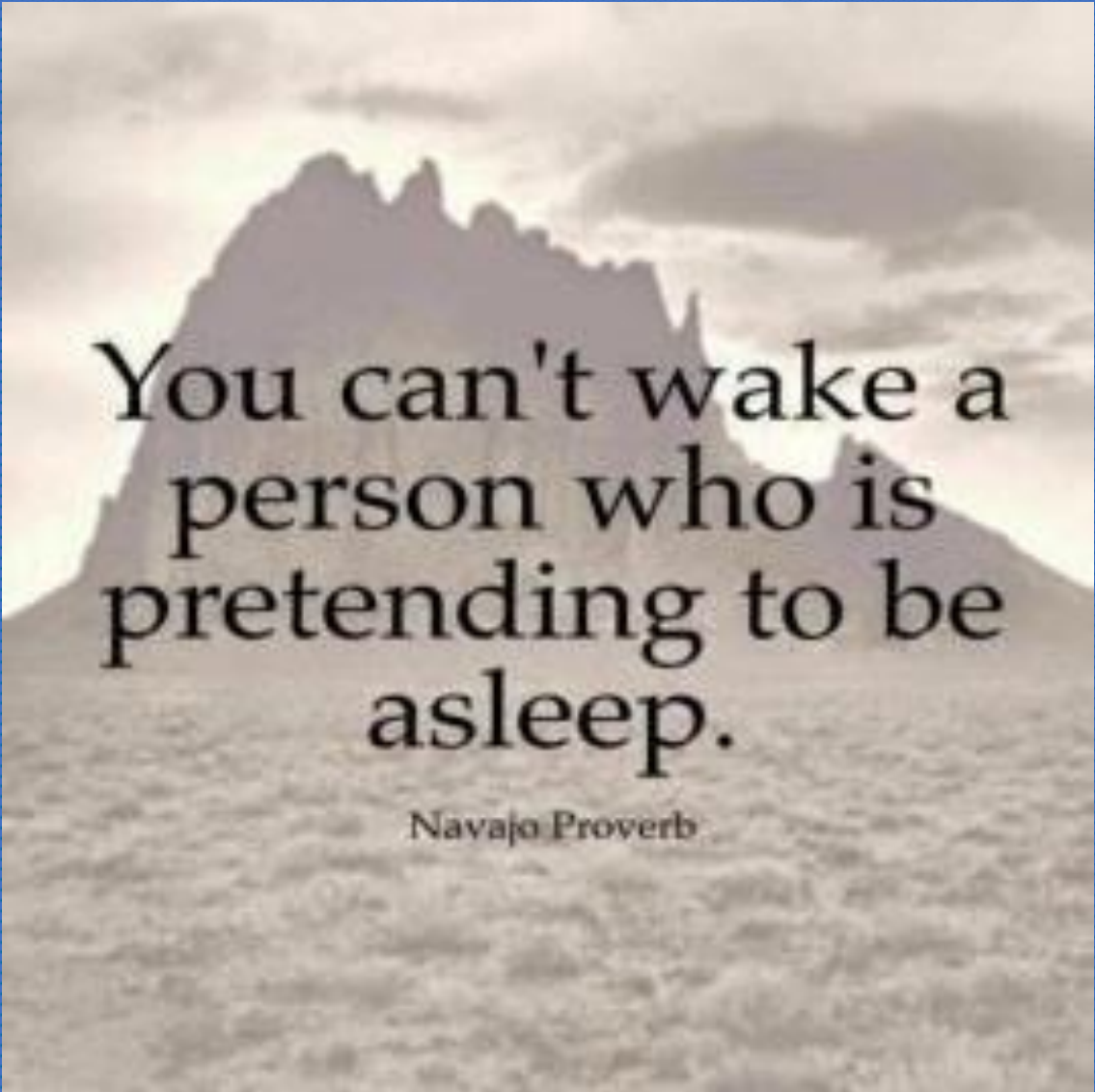
**TASKED TO HAVE
CONVERSATIONS
WITH ADMIN
TEAMS**

**Determine what
message is needed
for YOUR staff at
YOUR school**

CHALLENGED ALL LEADERS:

Take steps toward reducing and/or increasing the participation rates by

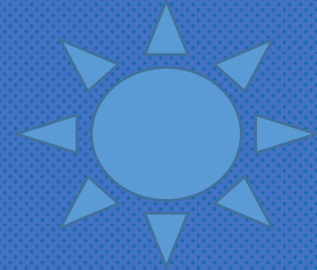
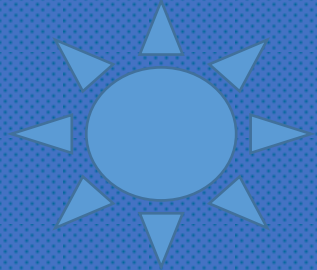
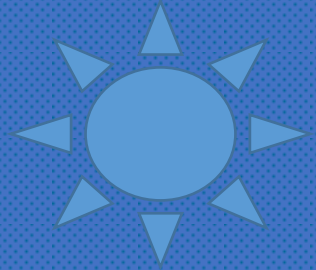
- creating awareness,
- having courageous conversations,
- and establishing at least one goal to address this topic.



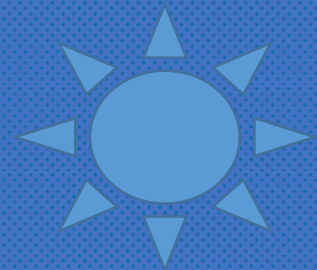
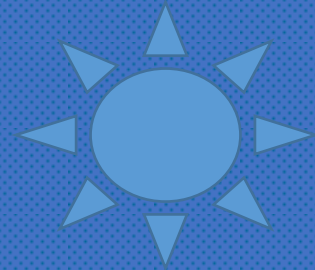
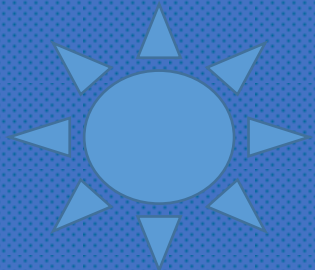
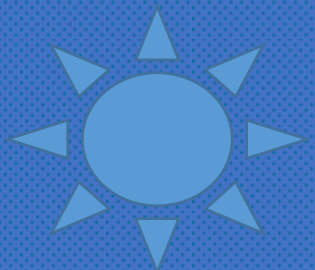
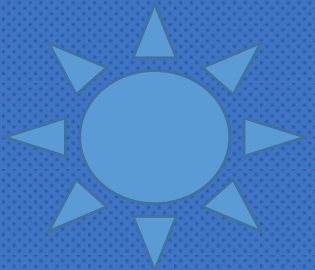
You can't wake a
person who is
pretending to be
asleep.

Navajo Proverb





FEBRUARY



ASKED FOR UPDATES
& PLANS:

What did you actually
do at your school?

Shared
Recommendations
from CPS Colleagues
Obtained From
October Session

**OUR
SUPERINTENDENT'S
PRIORITIES**

for this session:



Be Aware



Be

Intentional



Be Mindful of
Unintentional
Bias



**Break
Down
Walls**

Consider this message...

[https://www.youtube.com/watch?v=q0qD2K2R
Wkc](https://www.youtube.com/watch?v=q0qD2K2R
<u>Wkc</u>)

YOU MATTER!
& I see you as a person.



SPED DISCIPLINE DATA



CPS PRIORITIES

- Intellectual Disability
- Emotional Disability

Socially Maladjusted???

CULTURAL CONSIDERATIONS

- **What is the parent/family perspective of the perceived problems?**
- **Does the parent/family prefer a cultural specific intervention?**
- **What is the perspective of someone with a similar cultural background?**

SHARED
CHARACTERISTICS OF
THE CULTURALLY
RESPONSIVE
CLASSROOM

FOCUSED ON POSITIVE
BEHAVIOR
INTERVENTIONS

www.pbisworld.com

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Have students bring
artifacts from home
that reflect their
culture

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Invite community
members to speak to the
class about issues of
interest related to the
curriculum

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Ask students to write
family traditions or
research the origins
of their community

CREATING CULTURALLY
RESPONSIVE CLASSROOMS

Post photos of
students around
room.

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Provide sections of the classroom for selection of books relevant to the curriculum in several reading levels.

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Provide reference material in a section of the room and allow students to check them out for home use.

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Provide the opportunity
for higher and lower
levels of movement and
conversation in the
classroom.

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Attend community
events that are
important to the
students

Region II Conference in Virginia Beach

Excellence Through Equity

FINAL VIDEO MESSAGE

[https://youtu.be
/H2n7LT0IDSU](https://youtu.be/H2n7LT0IDSU)




QUESTIONS
OR FINAL
THOUGHTS?

THANK



YOU!





Best wishes as
you move
forward with this
work!