

Health. Moves. Minds.



**Developing a
Culture of
Equity &
Inclusion**

February 22, 2019

NOBLESVILLE SCHOOLS
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Equity and Inclusion

- Relationships
- Voices are valued and heard
- “With” not “To” or “For”
- Build systems that ask questions, not shame
- Educate
- Accountability and responsibility



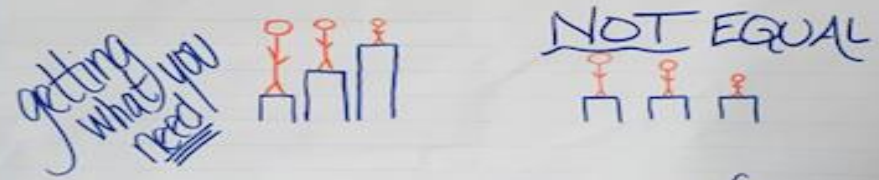
Noblesville Schools Diversity/Equity



EVERYONE HAS A STORY II

equity:

inclusive mindset centered around overcoming barriers & obstacles to provide opportunities for success



NOT EQUAL

Diagram showing three people of different heights standing on the ground, unable to see over a fence. This illustrates that not everyone is equal in terms of ability to see over the fence.

fish + trees

EQUITY

fair, impartial

individual AND systemic

justice

Understanding & empathy

opportunity for all

respecting differences (to meet characteristics)

Professional Development

- Baseline data
 - Surveys (student, staff)
- Professional Development
- Short and long-range goals



Noblesville Diversity Coalition



Noblesville Diversity Coalition

Our stories. Our diversity. Our future.



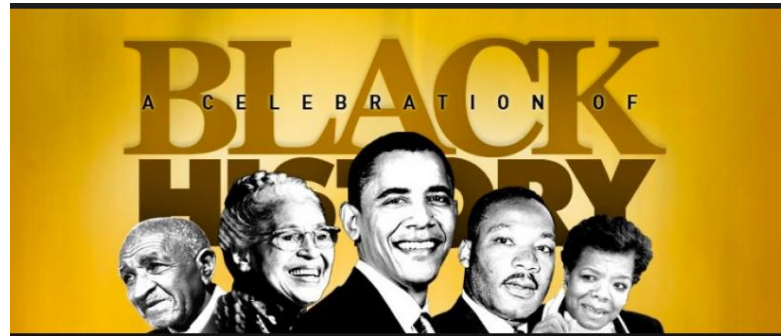
Change the Conversation

- "I need to stop you there because something you said is not accurate."
- "There's some history behind that expression you just used that you might not know about."
- "Do you think you would say that if someone from that identify group was with us?"
- "In this district, we hold each other accountable. So we need to talk about why that joke isn't funny."

adapted from Teaching Tolerance Issue 61 Spring 2019



Changes in systems



- Review curriculum for diverse topics and representation
- Research and develop staff evaluation system
- Revisit hiring practices



Questions to discuss

- What would it take to create a truly race-neutral society?
- Am I racist? Why or why not? Am I open to others' critique when it comes to how I relate to other races?
- Does the rise of one group mean the decline of another?
- How can we counter negative stereotypes?



	1 Contribution Approach (Substitution)	2 Additive Approach (Augmentation)	3 Transformation Approach (Modification)	4 Social Action Approach (Redefinition)
Data	Data use is a cursory function of the School Improvement Plan Committee (SIP)	Some data is used to add to grade level/ subject matter discussions.	A range of data is referenced to suggest patterns. This includes data that is standardized, disaggregated, formative, summative, static and progressive.	Data analysis of subpopulations suggests gaps in achievement, engagement, attendance, etc... Data is used to develop action plans and target intentional interventions. Outcomes are monitored.
Physical Environment	Representations of cultures are limited to seasons. (Black history only in February, December is the only month to recognize alternative holidays.)	There is not just "one story" visible but multiple positive representations all year. Media center has books that represent all students.	Space is welcoming and set up for collaboration. Students are thoughtfully grouped. Cultural representations are varied and respected.	Teachers, students, families evaluate: building space, resources, positive representations of diversity, practices around all holidays.
Community Engagement	Some events welcome targeted groups or have cultural features.	Events are inclusive to all families.	Parents and students are invited in to share about their culture. Teachers develop relationships with families.	Parents and students voices are involved in contributing to the school culture, committees, book reviews, PBIS input.
Student Relationships	Good behavior is expected, student behavior is monitored and consequences applied.	Staff members have positive relationships with kids and get to know them as individuals.	Staff members understand multiple stories about each student and practice flexible thinking. Class lists/courses constructed with appreciation for many variables.	Students feel a safe and respected to be themselves regardless of background, ability or disability, SES, orientation, etc.
Instructional Practice	Cultural variety in lessons limited to mention of 'topics', such as heroes, holidays, foods, customs, or performances.	Diverse themes are added to curriculum. Curriculum is unchanged, only broadened.	Curriculum is transformed to allow students to consider topics and issues from a variety of viewpoints. Instruction is intentional in engaging students in respectful conversations and conflict resolution.	While studying a topic, students are encouraged to give opinions, make decisions, and take action to authentically investigate. Students are taught to take an active role in the curriculum and be responsible for building a respectful classroom community.
Leadership Staff Coaches Principals	Coaches come to trainings. There are meetings or agenda items on diversity.	Leader has regular meetings with diversity coaches. Critical conversations occur authentically and comfortably.	All members of the school community are committed to transformation. Respect for diversity is evidenced in leadership (absence of preference for a single faith, shared privileges without profiling, inclusive decision making structures).	A building wide team sets goals, develops and monitors plans, aligns PD, takes opportunities to solve problems on a regular basis. Leadership is diffused and is shared. All take the initiative to encourage cultural competency in the moment.

Q & A



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