On February 11, 2016, the Superintendent announced the formation of the Committee for Diversity and Inclusion (CDI), a broad-based stakeholder committee tasked to provide recommendations to address diversity and inclusion in the areas of workforce diversity, curriculum and professional learning, and to provide opportunities to elevate student voice. The purpose of this report is to provide an update on the committee’s work.

The Howard County Public School System (HCPSS) staff will begin taking action on specific recommendations for the SY 2016-2017. Members of the Committee for Diversity and Inclusion have been invited to participate as an advisory group to the Coordinator for Cultural Proficiency.
Background

On February 11, 2016, the Superintendent announced the formation of the Committee for Diversity and Inclusion (CDI), a broad-based stakeholder committee tasked to provide recommendations to address diversity and inclusion in the areas of workforce diversity, curriculum and professional learning, and to provide opportunities to elevate student voice.

HCPSS is committed to collaborating with the community to ensure all students feel welcomed and valued in their schools. The CDI recommendations have informed comprehensive systemic efforts aimed at removing the barriers and providing the supports students need to reach their potential.

The Committee for Diversity and Inclusion supports all four goals of Vision 2018. The outcomes and strategies aligned with the work of the CDI include:

1.7—Schools support the social and emotional safety and well-being of all students.
1.75—Ensure students have access to culturally proficient staff members who support them and help them solve problems.
1.2—Students have equitable access to a rigorous instructional program.
2.1—Staff members experience a culture of trust, transparency, and collaboration.
3.1—HCPSS collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.
4.2—HCPSS hires and retains a talented, effective, and diverse workforce.

Stakeholders interested in participating on the CDI were invited to submit a statement of interest (Attachment 1). Stakeholders were informed that, if selected, they would be asked to contribute their diverse perspectives about students’ experiences in and outside of school and develop a set of recommendations to the Superintendent.

Over 150 stakeholders submitted statements of interest to serve on the CDI. Co-chairs of the CDI invited students, staff, parents, and community members (Attachment 2) to serve on the committee based on the following criteria:

- representation from diverse groups as defined by Policy 1010
- balanced representation of each stakeholder group
- all levels (elementary, middle, and high) and bargaining units represented
- county-wide geographic representation
- interests expressed by applicants aligned with the goals of the CDI

The CDI met six times over the course of three months. Student representatives included the Student Member of the Board of Education and five other students representing five high schools. Parents represented 10 schools including the President of Mt. Hebron Parents of African American Students (PAAS) and President of the Chinese American Association. The community was represented by 10 volunteers including representatives from the Foreign-Born Information and Referral Network, Howard County Citizens Services, Human Rights Commission, Howard County Education Association, Jewish Federation, Howard County Office of Human Rights, and the NAACP. Three central office staff participated representing Curricular Programs, Cultural Proficiency, and Human Resources (HR). School-based staff included teachers and principals representing four schools.
Meeting Structure

Committee membership was determined by a selection process, however, visitors attended and were welcomed at all meetings. During the initial meeting, committee members established norms for engagement, discussed the current state of diversity and inclusion in the school system, and identified committee goals. Based on participant feedback requesting more frequent opportunities for students to be heard, all remaining meetings began and ended with students sharing their perspectives on topics identified by committee members. Additionally, each meeting provided opportunities for committee members to review and provide meeting evaluation data, receive, clarify, and discuss information on current district practices from department specialists; and develop and prioritize recommendations.

Recommendations

The committee worked to develop and prioritize recommendations for addressing the diversity and inclusion challenges and opportunities in HCPSS. The following are the prioritized recommendations that were generated by the committee (Attachments 3-6):

Student Voice

A. Make Student Voice a central defining theme during advisory time—(such as “Gladiator Time” or “Wildcat Time”).
B. Ensure that staff who provide training to others on Student Voice have expertise in Student Voice, Cultural Proficiency and facilitation.
C. Use SGAs and student councils as vehicles for bringing together constituents.
D. Ask every school to address Student Voice (expanding, growing) through school improvement goals.
E. Ensure Student Voice efforts operate within a safe space.
F. Ensure Student Voice efforts consider the power dynamic between the teacher/educator and student.
G. Include parental supports in the Student Voice initiative.
H. Re-establish the Peer Mediation program.
I. Include the associations in supporting the Student Voice effort.
J. Provide opportunities for students to know about community resources, “hone” their voices, and receive experiences from others who can empower them to speak out and express themselves well.

Curriculum

A. Take advantage of what students are learning socially. Use technology to partner with HCPSS schools as well as other schools that are culturally different--Global Classroom.
B. Encourage the use of service learning that engages students in diverse cultural experiences.
C. Make better use of existing community resources for: languages, churches, and faith-based organizations.
D. Start with including age appropriate instruction on diversity and inclusion from the earliest years.
E. Identify strategies that will provide opportunities for middle school students to increase their awareness of racial identity and racial tensions.
F. Ensure PreK – 12 curricula/resources are more culturally inclusive.
G. Provide more contemporary, culturally diverse material.
H. Increase the number of advanced level “culturally” based courses.
I. Facilitate an environment in which student voice is included in instruction.
J. Reinstating Disability Awareness Program (DAP Days) or similar program.
K. Leverage Speakers Bureau to help address diversity.
L. Ensure accountability for using resources and guidelines.
M. Utilize curriculum resources to address diversity/inclusion issues. Balance classic literature with incorporation of community “historical” resources.
N. Frame content in elective courses (psychology and sociology) to focus on issues of diversity and inclusion.
O. Integrate expectations to have curriculum meet inclusion goals.
P. Increase authentic implementation of curriculum expectations regarding culture and diversity.
Q. Utilize community interpreters.
R. Offer more comparative rather than ethnicity - based classes.
S. Ensure the Curriculum Advisory Committee represents the diversity of the community.
T. Implement the written curriculum.

Workforce Diversity

A. Replicate the McDaniel partnership (T4T) at a state HBCU.
B. Require Cultural Proficiency/Cultural Competence training for all HCPSS staff.
C. Provide, from Human Resources, a more diverse group of teachers and administrators for hire.
D. Hire more minority principals, assistant principals, and central office staff. Ensure that they are adequately trained in cultural proficiency.
E. Develop HR recruiting/decision makers’ capabilities to recognize a candidate’s cultural competence regardless of the candidates’ demographic categories.
F. Make internal in-school changes. For example, an administrator can ask minority teachers to teach AP and GT classes.
G. Expand more world language options to recruit teachers with diverse backgrounds.
H. Hire earlier in the year.
I. Continue to improve new HR initiatives such as the current print/website/social media campaign.
J. Establish rewards/enticements for teachers, staff, and administrators to come to HCPSS to work.
K. Provide “wrap around” support and resources for new staff members, especially attuned to the concerns and needs of diverse educators.
L. Re-evaluate the criteria for who is “qualified” to be a candidate in the hiring pool.
M. Provide a liaison for each school to represent different races/groups.

Professional Learning

A. Provide mandatory “diversity” (cultural proficiency) training for all staff co-lead by students.
B. Provide professional development to strengthen the integration of diversity in the classroom.
C. Offer training on teaching controversial issues for all teachers and staff.
D. Provide a Cultural Proficiency Liaison at each school.
E. Create inclusive environments for staff in order to amplify/empower teacher/staff voice.
F. Provide more diversity events for stakeholders to work and learn together.
G. Leverage community experts for on-site social work “consulting.”
H. Be proactive rather than reactive.
I. Provide optional diversity training for parents.
Next Steps

The CDI recommendations have been incorporated into ongoing continuous improvement efforts for the upcoming school year. In order to demonstrate a strong commitment to students and their unique perspectives, Student Voice will be integrated into the high school advisory periods that meet on a weekly basis (e.g., “Gladiator Time” or “Wildcat Time”). Cultural Proficiency Liaisons (CPLs) and other inclusion & equity specialists assigned to support schools will assist every school in setting goals for addressing (e.g., initiating, expanding, growing) Student Voice. Central Office leaders will identify, compile, and share successful examples of amplifying Student Voice in schools and classrooms.

Intensive training on facilitation of Student Voice Circles and ongoing professional learning related to Student Voice will be provided to CPLs, administrators, and other HCPSS leaders to increase the knowledge, skills, and abilities to amplify Student Voice in schools. Student Voice will be integrated into leadership development program offerings such as Leadership Fellows, New Assistant Principal and Emerging Leaders training and it will be an ongoing topic in monthly principal and assistant principal meetings.

By the end of the 2016-2017, HCPSS will have approximately 60 Cultural Proficiency Liaisons working in schools. The HCPSS will continue to encourage more teachers and administrators to participate in this extensive professional learning opportunity.

In the area of curriculum, a pilot program that allows students to partner with HCPSS schools and other schools that are culturally different will be implemented in 9th grade English classes. In order to encourage the use of service learning that engages students in diverse cultural experiences, the service learning process is under revision and will begin implementation with sixth grade students. Additionally, the Curriculum Office has formed a project team to engage community associations as active partners in the development and enhancement of curriculum resources.

Cultural Proficiency staff will collaborate with Curriculum staff to study and develop a shared understanding of “the why” (the need), “the how” (the strategies), and “the what” (the practices, behaviors, and techniques) in regard to diversity and inclusion in the classroom. Staff in all content areas will develop trainings by integrating information about Policy 8050: Teaching Controversial Issues into requisite professional development offerings. Curriculum staff will explicitly promote instructional practices and techniques that promote diversity and inclusion.

Our continuous improvement efforts around workforce diversity will include partnering with local HBCUs to recruit student interns to student teach in the Howard County Public School System; implementing practices that encourage applicants from HBCUs to consider HCPSS as an employer for career pathways in addition to teaching (i.e. Technology, Media, Business, Finance, Construction, etc.); and exploring the potential and viability of replicating the McDaniel partnership (Teachers for Tomorrow) at a state HBCU.

As our system works collaboratively with university partners to build diverse applicant pools, the Office of Human Resources and Development will expand the student intern program with Morgan State University and establish relationships with Black and Latino student union organizations at local colleges and universities. HR will leverage teacher ambassadors, school administrators, and central office leaders to partner in recruiting by inviting teachers and staff who have attended HBCU’s to assist in visiting their alma maters. Additionally, HR will recruit aspiring teacher ambassadors via the Superintendent’s Teacher Advisory Group, implement a Howard 101 Induction Program that highlights the critical work of strengthening cultural proficiency, and conduct focus groups of new teachers (first year/novice teachers and new to Howard County teachers) to solicit feedback on their experiences.
HR will offer training modules that educate staff in equitable and consistent hiring practices. This workshop would be available to staff members who have a role in hiring in all areas of the organization. The Leadership Development Office will engage in internal strategic recruiting practices that focuses on talent spotting within schools and conduct information sessions for teachers who are aspiring administrative leaders.

HCPSS will examine the current timelines and variables that must be honored and ultimately impact the ability of HR to offer contracts to future teachers as early as possible. HCPSS will partner with a marketing agency to have a robust outreach campaign to include radio and print ads.

In an effort to invest in our talented staff, HR will provide professional outreach to current paraprofessionals and guide them through the teacher certification process. HR will conduct focus groups with paraprofessionals to solicit feedback on their experiences and their professional development needs.

To support professional learning, HR will implement a long-term plan to provide cultural proficiency/competence professional development to HCPSS staff. Every school will be assigned a diversity, inclusion, and equity specialist to support school administrators with goal-setting, plan implementation, professional development, assessment, and responding to issues that emerge from diversity.

Equity is everyone’s work. The system values the contributions of the CDI and looks forward to continued collaborative efforts to determine how best to serve each and every student in HCPSS. The remaining recommendations submitted by the committee will continue to be reviewed by HCPSS staff and implementation plans will be developed throughout the year. Members of the CDI have been invited to become part of an Advisory Group that will provide input as the system leverages diversity, increases equity and inclusion, and strengthens the educational community.
Committee for Diversity and Inclusion Statement of Interest

The HCPSS invites community members, students, and staff to take an active role on the Committee for Diversity and Inclusion. Participants will promote positive behavior, respect for other cultures and diversity throughout the system. Stakeholders serve a vital function on the committee by sharing their diverse perspectives, knowledge and understanding about students’ experiences in and outside of school, while ensuring transparency at every stage of the committee’s work.

Members of this committee will attend up to five biweekly meetings to discuss and make recommendations to the Superintendent. Meetings will be held on the following Wednesdays: March 9, March 23, April 6, April 20, and May 4. All meetings will take place from 5-7 p.m. at the Applications and Research Laboratory (ARL) Media Center, 10920 Clarksville Pike, Ellicott City, MD 21042. Participants will be expected to attend all meetings.

If selected, you will receive an email with meeting schedules and additional information. Please complete this form by Friday, February 26, 2016. Thank you for your interest.

* Required

Name: *
_______________________________________________________________________________________

_______________
Full Address (street, city, zip) *
___________________________________________________________________________

Daytime telephone *
_______________________________________________________________________________________

Email: *
_______________________________________________________________________________________

Are you a resident of Howard County? * Yes _________ No _________
Do you have children attending Howard County Public Schools? * Yes _________ No _________
In what grade(s) and school(s) are your children enrolled this year? * (If you do not have children attending Howard County Public Schools, enter “None.”)
_______________________________________________________________________________________

Please identify any school or community organizations with which you are affiliated or would be representing on this committee. *
_______________________________________________________________________________________

Are you currently employed by the Howard County Public School System? * Yes ____ No _____
Why are you interested in participating on the Committee for Diversity and Inclusion? *
_______________________________________________________________________________________

Please share any additional information that may help us better understand the interests and strengths that you can bring to this committee. *
2016 Diversity and Inclusion Committee Membership

2015-2016 Diversity and Inclusion Participants

Co-Chairs: Frank V. Eastham, HCPSS Executive Director of School Improvement and Administration
           Ron Morris, HCPSS Administrative Director of Elementary Schools

Process Observer: Karalee Turner-Little, HCPSS Coordinator of Systemic Initiatives

Students Participants:
Rachel Lin           Student Member of the Board of Education
Valeria Arriola     Mt. Hebron High School
Bryson Tullis       Oakland Mills High School
Tommy Na            Wilde Lake High School
Alexis Stratton     Hammond High School
Eli Sauerwalt       Reservoir High School, Student Commissioner for the Human Rights Commissioner

Parent Representatives:
Beth Benevides      Marriotts Ridge High School
Melissa Hulbert     Mt. Hebron High School, Worthington Elementary School
Tahira Hussain      Atholton High School, Pointers Run Elementary School
Steve Martin        Hammond High School
Shany Seawright     Bollman Bridge Elementary School, Patuxent Valley Middle School
Nathaniel Turner    Mt. Hebron High School, Mt. Hebron Parents of African American Students (PAAS)
Alice Umugiranaz-LeFevre Glenelg High School
Jean Xu             Bonnie Branch Middle School, Chinese American Parent Association of Howard County

Community Participants:
Hector Garcia       Foreign-Born Information and Referral Network
Valerie Harvey      Howard County Citizens Services
Opel Jones          Human Rights Commission
Cheryl McLeod       Howard County Education Association
Mark Steinhorn      Jewish Federation
David Steele        NAACP
Sunki Choe          Community Volunteer
Ken Katzen          Community Volunteer
Jean Lewis West     Community Volunteer

Central Office Participants:
William Barnes      Director of Secondary Curricular Programs
John Krownapple    Coordinator of Cultural Proficiency
Jennifer Sifuentes  Manager of Human Resources

Teacher Participants:
Sholanda Holt       Centennial High School
April Motaung       Wilde Lake Middle School
Jodi Zepp           Long Reach High School

Principal Participants:
James LeMon         Wilde Lake High School
Nancy Thompson      Talbott Springs Elementary School
Student Voice Recommendations (with rationales)

A. Make Student Voice a central defining theme of the emerging advisory time. (ex. Wildcat Time)
17 votes

*Rationale:* Some schools have an “advisory period” (e.g., Gladiator time, Hawk Time, Wildcat Time). It is our understanding that next year all high schools will have this time in their schedules. If not, we recommend that they do. Furthermore, we recommend that Student Voice is a defining theme of this period of time, where staff listens to, learns from, and leads with students regarding how this time is used to support the development of an inclusive school environment.

B. Ensure that staff who provide training to others on student voice have expertise in Student Voice, Cultural Proficiency, and facilitation. 15 votes

*Rationale:* (for both B, E, and F): Currently, “Student Voice” is increasingly identified as a pillar of successful school reform around the world. Initially the term “Student Voice” resonates with staff as an indisputable component of a quality school or classroom environment. (It would probably be hard to find a responsible staff member who says student voice is a bad thing.) However, the concept of Student Voice has a level of depth that educators may not initially recognize, as they may believe that it simply means “listening to” students when, in fact, it also involves “learning from” and “leading with” students. Thus, the term contains a veiled request to concede power and create conditions that enable student self-empowerment (e.g., democratic environment, brave/safe space). The dynamics begin with the power differential within the teacher-student relationship and are then exacerbated by other dimensions of difference including race/ethnicity, gender, nationality, sexual orientation, disability, etc. For staff, recognizing and managing the power dynamics within the concept of Student Voice requires a culturally proficient mindset and, thus, professional learning. Without the depth of understanding that recognizes the implicit power dynamics, Student Voice will be implemented in an oversimplified, unsuccessful, and possibly counterproductive manner. See “criticism” on wikipedia: https://en.wikipedia.org/wiki/Student_voice#Criticism

C. Use SGA and student council as vehicles for bringing together constituents. 13 votes

*Rationale:* The SGA is the established organization charged with representing the voice of students. This charge is not met when some students feel isolated and left out of the decision-making process. In an effort to be more inclusive of the student population, under SGA leadership, establishing a “student council” in each school, with representatives from the student groups (interscholastic, extra-curricular, intra-mural, and co-curricular) and other diverse populations can re-affirm the SGA as a teaching vehicle for self-governance and inclusion.

D. Ask every school to address Student Voice (expanding, growing) through school improvement goals. 12 votes

*Rationale:* Student Voice is a comprehensive concept: a pillar of school reform that applies to all school levels (preK-12) and all areas (instruction/learning, class/school environment, curriculum design, school improvement, etc.). Currently in the HCPSS there are several focused efforts to integrate Student Voice in high schools: Student Voice Circles=school improvement, Advisory Period (“Hawk Time”)=school environment. Efforts in Middle and Elementary schools are not as easily captured during the scheduled student day. To avoid the risk of Student Voice becoming compartmentalized, niche activities, we recommend including all levels of schools and staff members in a variety of roles in a comprehensive and ongoing professional and organizational development effort anchored in the sharing of successful practices. Additionally, we believe that all schools should set annual Student Voice goals in order to articulate how they are applying the concept as a pillar of school improvement.
E. Ensure Student Voice efforts operate within a safe space. 11 votes
   **Rationale:** (See Rationale B)

F. Ensure Student Voice efforts consider the power dynamic between the teacher/educator and student). 5 votes
   **Rationale:** (See Rationale B)

G. Include Parental Supports in the Student Voice initiative. 3 votes
   **Rationale:** Parental support and guidance are key components to students feeling empowered to speak out and express themselves. There need to be established opportunities for students to engage their parents in supporting Student Voice initiatives. Some examples include, PT(S)A meetings, Parents’ Night activities, Back to School Nights, and Orientations. In addition, parents could engage in workshop opportunities to support how to have critical conversations with students on matters of mutual interest and concern.

H. Re-establish Peer Mediation program. 3 votes
   **Rationale:** Years ago, HCPSS invested in a peer mediation program that began in the high schools expanding to some middle schools. Students were trained in problem-solving approaches to conflict. Personal, social, and environmental factors contribute to academic motivation. Peer mediation and peer mentoring programs provide opportunities for students to support each other, respect each other, and engage in healthy decision-making, especially in resolving conflict (including multi-cultural). Peer support programs encourage students to become accountable for their actions by becoming good decision-makers.

I. Include the associations in supporting the Student Voice effort. 2 votes
   **Rationale:** The unions that represent education employees can play vital roles in supporting Student Voice initiatives. For some students, the educational support employees provide a non-instructional mentor comfort, empathy, and wisdom that some students may not easily find in general educators. Employee unions and their representatives can encourage their members to embrace the concepts of why strong student voice initiatives are so important to student academic, social, and emotional well-being. These organizations have influence and resources that should be tapped into for in-kind support and encouragement.

J. Provide opportunities for students to know about community resources, “hone” their voices, and receive experiences from others who can empower them to speak out and express themselves well. 2 votes

   **Additional Considerations**
   1. Institute universal advisory/homeroom time weekly. (Supports A)
   2. Make student voice a central defining theme of emerging advisory time. This should be central and pivotal to developing cultural diversity as the students are the principle receivers of the curriculum and attitudes that may be present from teachers and each other. (Supports A)
   3. Establish a code of conduct/agreement that all participants must agree to follow in order to participate. (Supports B)
   4. Adults should have a minimal role in student voice. Sounds too orchestrated without allowing freedom of expression for students. (Supports B)
   5. Make student voice a legitimate ideal in practical application and not just in theory or lip service as the new “buzz word” in HCPSS. (Supports B)
   6. Work to develop a state of readiness for student voice. (Supports B)
   7. Making sure students feel safe to voice (Supports E)
   8. Elementary and middle school student voice. What does this look and sound like? (Supports D)
   9. Diverse student leadership should be encouraged. (Supports C)
10. Advertise the Howard County Association of Student Councils (don’t need to be involved in SGA to attend) to groups who are typically underrepresented voices and get them to attend these meetings and other similar organizations. *(Supports C)*

11. Make sure representation is upheld by those who may not speak everyone’s language. *(Supports C)*

12. Ensure that students who are not part of an organized group (students with disabilities, students living in poverty, students who have mental health issues, students who have experienced trauma) still have a voice in the student voice. *(Supports C)*
Curriculum Recommendations (with rationales)

A. Take advantage of what students are learning socially. Use technology to partner with HCPSS schools as well as other schools that are culturally different—Global Classroom. 16 votes
   **Rationale:** With the emergence of social media and advancement in technology, the HCPSS should seek to partner with school systems across the world. Students, working together and learning together in culturally diverse settings would benefit by developing a greater appreciation for and knowledge of how others live, think, and innovate.

B. Encourage the use of service learning that engages students in diverse cultural experiences. 11 votes
   **Rationale:** Current student service learning initiatives, in some cases, feels like it has shifted from the original focus of embracing service to a focus of compliance. Students may earn 75 hours of student service learning without ever engaging in volunteerism. Student service learning could include experiences that engage students in diverse cultural experiences (including families in poverty and/or children with special needs).

C. Make better use of existing community resources for: languages, churches, and faith-based organizations. 11 votes
   **Rationale:** Local businesses, organizations, and non-profits contain a rich and diverse set of citizen experts. The HCPSS should work to engage community associations as active partners in the development and enhancement of curriculum resources.

D. Start with including age appropriate instruction on diversity and inclusion from the earliest years. 10 votes
   **Rationale:** It is the belief of many committee members that culturally destructive attitudes and behaviors evolve and intensify as students get older. Every effort should be made to teach students valuable lessons of diversity and inclusion in the early grades.

E. Identify strategies that will provide opportunities for middle school students to increase their awareness of racial identity and racial tensions. 10 votes
   **Rationale:** Beginning in middle school, students become more aware of racial identity and racial tension. They are grappling with physiological and physical changes need specific strategies for engaging in culturally rich conversations during these formative years.

F. Ensure PreK – 12 curricula/resources are more culturally inclusive. 9 votes
   **Rationale:** As HCPSS curricular programs design curricular resources (including digital resources) for classroom use, culturally inclusive resources should be embedded. As the quality of the designed curriculum is being assessed, a tool could be leveraged to ensure issues of diversity, inclusion, and social justice are infused across content areas.

G. Provide more contemporary, culturally diverse material. 8 votes
   **Rationale:** Whenever possible, curriculum resources should include intentionally alternative perspectives on the development of skills and knowledge. For example, in mathematics, exploration of basic skill algorithms from other cultures would provide students with an engaging alternative to traditionally American algorithms.

H. Increase the number of advanced level “culturally” based courses. 8 votes
**Rationale:** Students might be more inclined to enroll in courses if there was a weighted grade associated with the course.

I. Facilitate an environment in which student voice is included in instruction. 5 votes  
**Rationale:** Students’ experiences and culture should be leveraged to enrich the value of discussions. Consideration of all diverse groups is essential including students in poverty and students with special needs.

J. Reinstate Disability Awareness Program (DAP Days) or similar program. 5 votes  
**Rationale:** The DAP Days were one strategy for increasing student’s capacity for understanding and working with their peers with disabilities.

K. Leverage Speakers Bureau to help address diversity. 5 votes  
**Rationale:** The HCPSS takes advantage of speakers for classroom purposes. Consider expanding the pool of speakers to bring greater diversity to the classroom.

L. Ensure accountability for using resources and guidelines. 4 votes  
**Rationale:** The implementation of the intended curriculum seems to be haphazard or inconsistent in spots. Strengthen expectations and provide training to support the implementation of the written curriculum.

M. Utilize curriculum resources to address diversity/inclusion issues. Balance classic literature with incorporation of community “historical” resources. 4 votes  
**Rationale:** Whenever possible, curriculum resources should include intentionally alternative perspectives on the development of skills and knowledge. Utilize community experts.

N. Frame content in elective courses (psychology and sociology) to focus on issues of diversity and inclusion. 3 votes  
**Rationale:** For existing electives, consider framing content to focus on issues of diversity and inclusion.

O. Integrate expectations to have curriculum meet inclusion goals. 3 votes

P. Increase authentic implementation of curriculum expectations regarding culture and diversity. 2 votes  
**Rationale:** The implementation of the intended curriculum seems to be haphazard or inconsistent in spots. Consider strengthening expectations and provide training to support the implementation of the written curriculum.

Q. Utilize community interpreters. 2 votes  
**Rationale:** The Howard County Communities and Village Centers contain a rich and diverse set of citizen experts. The HCPSS should work to engage community associations as active partners in the development and enhancement of curriculum resources.

R. Offer more comparative rather than ethnicity-based classes. 2 votes  
**Rationale:** Classes should be structured so that they are not ethnically-based but comparatively based. This would eliminate the bias of “white kids” taking AA culture. Focus instead on writing skills and critical thinking with books of different cultural significance. Example for high school: Cry Freedom; Kaffir Boy; Joy Luck club, etc.
S. Ensure the Curriculum Advisory Committee represents the diversity of the community.
   2 votes
   **Rationale:** The goal is to ensure that all curriculum advisory committees include members that represent the diversity of the HCPSS student body and community at large.

T. Implement the written curriculum. 1 vote
   **Rationale:** The implementation of the intended curriculum seems to be haphazard or inconsistent in spots. Consider strengthening expectations and provide training to support the implementation of the written curriculum.

**Additional Considerations**
1. Integrate more Asian history/culture into the curriculum.
2. Include high school students in curriculum development.
3. Utilize backgrounds of students with parents from foreign countries to better understand other cultures.
4. Provide more student and teacher input when choosing curricular materials.
5. Ensure that high-quality curriculum is actually being taught in a culturally responsive manner.
6. There is a huge gap between what is supposed to be taught and what is actually taught.
7. Ensure students earn hours that help them learn how others live, earn a living, or are impacted by homelessness, etc.
8. Make cultural proficiency mandatory for all staff.
Workforce Diversity Recommendations (with rationales)

A. Replicate the McDaniel partnership (T4T) at a state HBCU.  13 votes
   **Rationale:** This would help expand the pool of professional candidates while helping students for whom affording higher education will be a struggle. Expand this program to students from racial/ethnic groups who are underrepresented/people of color-make this a priority

B. Require Cultural Proficiency/Cultural Competence training for all HCPSS staff.  11 votes
   **Rationale:** Many staff members are uncomfortable with approaching students and others from diverse backgrounds or are unfamiliar with their experiences, so avoid open conversation and teaching.

C. Provide, from Human Resources, a more diverse group of teachers and administrators for hire.  10 votes
   **Rationale:** Students and staff from a wide variety of backgrounds need to see more staff members culturally and experientially like themselves to encourage their comfort in learning and in elevating their voice.

D. Hire more minority principals, assistant principals, and central office staff. Ensure that they are adequately trained in cultural proficiency.  9 votes
   **Rationale:** Students and staff need to see more people culturally and experientially like themselves in leadership positions to encourage their comfort in elevating their voice.

E. Develop HR/recruiting/decision makers’ capabilities to recognize a candidate’s cultural competence regardless of the candidates’ demographic categories.  8 votes
   **Rationale:** There is a need for a more diverse recruiting group. It would be helpful for members of the recruiting group be exposed to diversity training.

F. Make internal in-school changes. For example, an administrator can ask minority teachers to teach AP and GT classes.  7 votes
   **Rationale:** While other measures are in process, there are in-school approaches that can provide inclusive role models.

G. Expand more world language options to recruit teachers with diverse backgrounds.  7 votes
   **Rationale:** Currently, a minority teacher certified only in Spanish, but also fluent in French, cannot teach both, limiting the search for qualified teachers.

H. Hire earlier in the year.  6 votes
   **Rationale:** If HR takes a long time in making hiring decisions, qualified candidates choose other counties and we lose gifted and diverse educators as a result.

I. Continue to improve new HR initiatives (like the current print/website/social media campaign.)  6 votes
   **Rationale:** This would help expand the pool of professional candidates by appealing more widely and creatively, using a wider variety of media and approaches to match what potential candidates actually read, listen to, and search.

J. Establish rewards/enticements for teachers, staff, and administrators to come to HCPSS to work.  3 votes
**Rationale:** This would help expand the pool of professional candidates.

K. Provide “wrap around” support and resources for new staff members, especially attuned to the concerns and needs of diverse educators. 3 votes  
   **Rationale:** Retention is an important factor regarding workforce diversity. Every good staff member who stays reduces the demand on a limited applicant pool.

L. Re-evaluate the criteria for who is "qualified" to be a candidate in the hiring pool. 2 votes  
   **Rationale:** We could expand the pool of qualified applicants by critically examining the standards.

M. Provide a liaison for each school to represent different races/groups. 2 votes  
   **Rationale:** Staff members can’t know everything about everything. Often, we don’t even know what we don’t know. This would address those concerns. Consider the liaisons as potential teachers and/or ambassadors to the community-this will encourage more community members to enter the field.

**Additional Considerations**

1. We need to be able to immediately recognize “the will” to teach all students well and develop inclusive classrooms and schools. I’m concerned if we don’t have a recommendation that helps us get better at hiring people whose heart is in the right place! We need to snatch up people who demonstrate “the will” we can develop their skill easier than their will… in my opinion. (Supports J & B)
2. Consider looking for new hires among retired and career changing professionals. (Supports I & E)
3. Consider traveling outside local area to recruit diverse candidates. (Supports E)
4. Hiring minority educators by having recruitment drives in foreign countries. Advertisements in other countries/minorities. (Supports E)
5. Looking at applications of foreign and minority applicants like colleges. View applications when accepting students with diversity. (Supports E)
6. HR should make deliberate efforts to recruit more teachers/staff – principals, etc. for Asian and Hispanic ethnicities. Recruiting team should be judiciously balanced in ethnicity/race. (Supports C)
7. Consider out of state HBCUs – particularly Hampton, Howard, Spellman, Morehouse, FAMU, etc. (Supports A)
8. Look at diversity within schools to see how to avoid “all white staffs”. Who are the gatekeepers? (Supports F)
9. Re-evaluate what the meaning of qualified is. (Supports I) We need more representation of students. (Supports M)
10. Questions for interviewing should reflect what we are looking for (culturally invested). Before the hiring practice, make sure those involved in recruitment reflect the community. The majority of Assistant Principals are of color, while large majority of principals are not - leverage the positions. (Supports D & K)
11. Hire more minority administrators. Need to consider recruiting current minority administrators from the surrounding counties and not so heavily relying on “growing our own”. There are many administrators who have valuable experience and expertise from other jurisdictions who would be an excellent fit for various schools of varying demographics in HCPSS. (Supports D)
12. Have student as recruiters, maybe seniors. They know what they want in a teacher. (Supports C)  
   (Include student voice in HR recruitment efforts)
13. Have current HCPSS administrators shadow highly successful administrators of schools in other jurisdictions that have similar demographics. (Supports F)

14. Have HR communicate with other jurisdictions’ HR to see how they recruit their minority teachers/administrators. (Supports E)
Professional Learning Recommendations (with rationales)

A. Provide mandatory “diversity” (cultural proficiency) training for all staff co-lead by students 15 votes
   **Rationale:** Currently, the optional nature of the cultural proficiency training is not satisfying the desire to ensure that all staff members work, intentionally, on the beliefs while strengthening their tools for working with staff and students with issues of diversity, equity, and access

B. Provide professional development to strengthen integration of diversity in classroom 14 votes
   **Rationale:** This recommendation helps to ensure that the integration of curriculum topics focused on issues of diversity, inclusion, social justice, equity, controversial issues (terrorism, riots, etc.) are taught with expertise and fidelity.

C. Offer training on teaching controversial issues for all teachers and staff that includes student voice. 12 votes
   **Rationale:** Currently, social studies teachers receive extensive annual training on teaching controversial issues related to our policy on this topic. The committee feels that all staff should receive this training and that the training is co-lead by students.

D. Provide a Cultural Proficiency Liaison at each school 10 votes
   **Rationale:** This position is created to ensure that there is a lens of cultural proficiency (or diversity and inclusion) applied to all professional learning experiences in schools. Also, to ensure that there are PLCs for stakeholder groups in buildings, clubs, events, etc.

E. Create inclusive environment for staff in order to amplify/empower teacher/staff voice. 7 votes
   **Rationale:** This recommendation is written to support the creation of professional learning communities for stakeholder groups. Specifically, committee members were concerned that groups of staff (minority) may not have a forum for sharing their voice.

F. Provide more diversity events for stakeholders to work and learn together. 5 votes
   **Rationale:** We want to create spaces for all stakeholder groups to work with and learn from each other. One annual event seems contrived and insufficient. The committee seeks opportunities that are regularly schedule and multi-faceted both in terms of the length of event time and the event model.

G. Leverage community experts for on-site social work “consulting.” 1 vote
   **Rationale:** The spirit of this recommendation is that the expertise from the community should be leveraged...and that community experts should be included as professional development providers.

H. Be proactive rather than reactive.

I. Provide optional ‘diversity’ training for parents.

**Additional Considerations**

1. Professional learning should be mandatory for all teachers and principals. Cultural proficiency program should recruit staff members from diverse backgrounds. **(Supports A)**

2. Professional development available for parents and teachers/staff. Staff going into the community to get to know the feeder neighborhoods that kids are coming from. Include not just social studies and English teachers. Starting professional development and diversity at elementary school. These biases are not
born but are born but are learned. Discussing with kids early can help change mindset and be more accepting. Diversity should be something fostered in elementary school teachers. (Supports A)

3. What do you say to a teacher who says, “I don’t need cultural proficiency. I’m not racist. I don’t need training on how to teach. I’m certified.”? (Supports A)

4. Day in the life – Teachers involvement in community activities (outside of school). Mental health awareness for teachers. Mental health first aid for trauma-affected students. (Supports A)

5. Poverty needs to remain part of the conversation. Gallup – How can we connect the work of this group with strengths work? (Supports A)

6. Add support staff to the professional learning initiatives. Health assistants, paras, secretaries, clerical, custodial, maintenance, food service, and bus drivers (Supports A)

7. Better education on learning how different groups learn in order to reach a larger pool of students. (Supports A)

8. Partner with HCEA ensuring support for diversity training for all staff. Training for all staff on discussing controversial issues. (Supports A)

9. Attitude very important! Staff needs to understand that all home/students’ family life is different. (Supports A)

10. Open dialogue among staff about their experience. (Supports E)

11. I worry about the ”show” of diversity and not it being substantive or sustaining back in the classroom (Supports B)

12. The understanding of teachers that some things they are expected to do. Not just following the requirements such as conversations about current issues, not necessarily controversial issues but in general. (Supports B & C)

13. Send Dr. Stout’s “talking points” emails to all staff so that regardless of which class it is, teachers are prepared on background of incident, how to discuss, etc. (Supports C)

14. As I think involving other groups in community regarding cultural issues and what’s going on within the community like villages in Howard County. Faith based organizations are the best source to teach and learn about culture. (Supports G)

15. Leverage experts in the community as providers of professional development (as partners or co-leaders). Develop a consistent practice for engaging students as co-leaders in all issues related to these issues. (Supports G)