

Agenda

• Equity Audit Process

• Audit Focus Areas

• Themes

• Strengths

• Recommendations

• Next Steps/Questions

• BTConnect@bernardsboe.com

Equity Audit Process

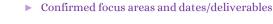
- ▶ Community Town Hall
- ▶ US² Equity Audit email
- ▶ Bernards' Equity Audit Leadership Team
- ▶ Self-Assessments
- ▶ Document Analysis
- ► Stakeholder Surveys
- Focus Group Interviews

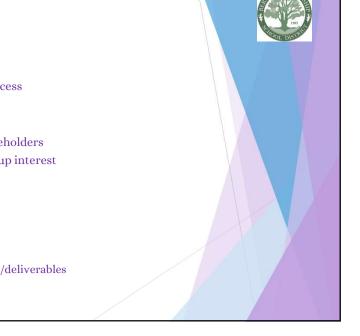


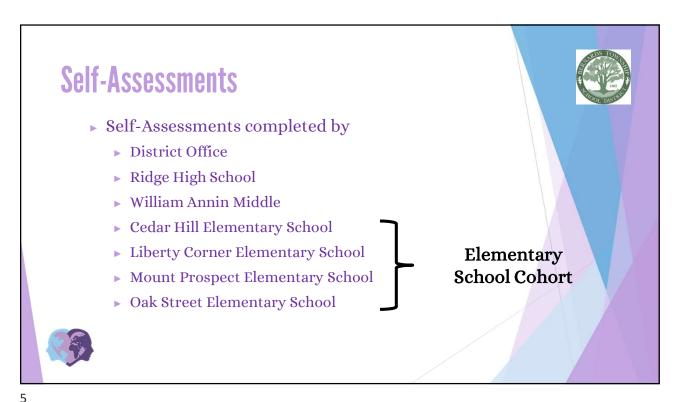
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Planning Steps

- ► Town Hall
 - ▶ Introduced US² & Equity Audit process
 - ▶ Took questions from community
- ▶ US² Equity Audit email
 - ▶ Confidential between US² and stakeholders
 - Questions, concerns, and focus group interest
- Equity Audit Leadership Team
 - ▶ Members
 - Board Members
 - ▶ District Office Administrators
 - Purpose







Document Analysis

Documents submitted by each school to support their self-assessment including, but not limited to:

Discipline, attendance, demographics
Student Handbook
New Jersey School Performance Report
District and School Websites
Ridge Against Racism Website
NJ Dept. of Education Website
News Outlets

News Outlets

Stakeholder Surveys

- ► Adult surveys
 - ▶ Radio button, extensive scale
 - ▶ Staff, caregivers, community members
 - ▶ Asked to complete survey for each role
- ▶ K-5 surveys
 - ▶ Age-appropriate content
 - ► Emoji responses
 - ▶ Self-contained classroom version
- ▶ 6-12 surveys
 - More in-depth questions with word descriptors
 - ▶ Self-contained classroom version



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Focus Group Interviews

Focus groups conducted

- District Office
- William Annin Middle
- ▶ Ridge High
- ▶ Elementary Cohort



- ▶ Board members
- ► Administration
- ► Hourly staff
- ► School Staff
- ► Community members
- Caregivers
- Students





Focus Areas

- Stakeholder Culture
 - Perception data gleaned from focus groups and supported by survey responses
- ► Instructional Pedagogy
 - ► Classroom Culture (Sense of Belonging)
 - ▶ Family & Community Engagement
 - ▶ Instruction
 - ► Teacher Leadership
- Social Emotional Learning





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What themes were identified?

- ▶ Voice & Decision-Making
- $\blacktriangleright \ \, \text{Sense of Belonging} \, \mathcal{E} \, \, \text{Culture/Climate}$
- ▶ Communication & Transparency
- ▶ Disproportionality, Representation, & Access





Voice & Decision-Making

STRENGTHS

- Vocal and Invested Stakeholders
- ▶ Building Administration & Staff Relationships
- Support by District for Controversial or Difficult Conversations



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Voice & Decision-Making

RECOMMENDATIONS

- Restore the Relationship Between District Administration and Building-Level Staff
- ► Implement More Collaborative Decision-Making Around Curriculum Updates
- Overcome Fear of Stakeholder Response
- Intentionally Involve Lesser Recognized Stakeholders





Sense of Belonging & Culture/Climate



STRENGTHS

- Student Self-Worth in Self-Contained Programs
- Highly Invested Caregivers
- ▶ Commitment to Social-Emotional Learning



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Sense of Belonging & Culture/Climate



RECOMMENDATIONS

- Capitalize on Existing SEL/Academic Supports, Develop More Services, and Ensure Accessibility
- ▶ Implement JEDI/DEI Training to Encourage Student Empathy
- Create Cross-Building Communication and Collaboration
- ▶ Implement Clear Reporting Guidelines for Incidents & Close the Communication Loop
- Provide JEDI/DEI Training for All Student-Facing Staff, with topics including, but not limited to, Student Ability, LGBTQIA+ Identities, and Language Barriers and Resources



Communication & Transparency

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STRENGTHS

- ▶ Friday Folders
- Building Administrator's Open Door to Staff
- Streamed Board of Education Meetings
- Students Know Expectations



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Communication & Transparency



RECOMMENDATIONS

- ▶ Standardize Communication Methods & Collaborate
- Create an Overarching Calendar for Communication
- ▶ Communicate & Modify Participation Fee Structure
- Compile and Post an All-Inclusive Staff Directory
- Collect Interest and Pre-Register for Caregiver Sessions
- Create Follow-Up Guidelines for Disciplinary Incidents



Disproportionality, Representation, & Access



STRENGTHS

- ► Academic Support
- Access to Technology



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Disproportionality, Representation, & Access



RECOMMENDATIONS

- Implement Restorative Practices (including Restorative Justice)
- Provide a Simplified Summary of Student Expectations and Consequences
- Recruit, Employ, and Retain Candidates from Underrepresented Identities, with a specific focus on Race and Gender Identities
- Encourage Diverse Student Participation in AP/Honors and Music Programs
- Track Demographics of Students Denied from Courses



Disproportionality, Representation, & Access

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RECOMMENDATIONS (continued)

- ► Implement Process to Support Special Education Students in Pursuing Advanced-Level Classes
- Analyze Physical Accessibility
- Provide Quiet Zones for Neurodiverse Students in General Education
- ► Implement Programs to Integrate Self-Contained Classroom Students into other School Dynamics



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Next Steps/Questions



- Nov. 10, 2022: BTSD Equity Audit Report shared via email and on District website
- Questions for US²
 - ▶ Email: BTConnect@bernardsboe.com



