

Background

On February 11, 2016, HCPSS 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 committee met for three months.¹ At the conclusion of its work, the CDI submitted fifty-two (52) recommendations to the HCPSS Board of Education on how the district could better promote diversity and inclusion. The committee make up was inclusive of students, staff, families, and community members, and included the Student Member of the Board of Education; five other students representing five high schools; parents representing 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 Howard County NAACP. Additionally, three central office staff participated representing Curricular Programs, Cultural Proficiency, and Human Resources (HR). There was also school-based staff, which included teachers and principals representing four schools.²

2016 HCPSS CDI Recommendations³

The 2016 CDI made the following recommendations in four areas: student voice, curriculum, workforce diversity, and professional learning:

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. Reinstate 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.

Update on Recommendations

Student Voice

Recommendation	Status
Make Student Voice a central defining theme during advisory time	Structure is in place. All high schools and 12 middle schools have these advisory times, and are using some format to gain input from students. Additionally, HCPSS started Story Strong in SY 16-17, and has had two events following. One in May’ 2017 and another in April’ 2018. During Summer of 2017, the Office of Cultural Proficiency (now the Office of Diversity, Equity, and Inclusion) in partnership with the Office of Leadership Development provided substantial training for school administrators in order to deepen understanding of “Student Voice” and to expand its application to all aspects of a school.
Ensure that staff who provide training to others on Student Voice have expertise in Student Voice, Cultural Proficiency and facilitation	On-going Student Voice facilitation training. All schools now have a trained Cultural Proficiency Liaison (CPL) importance of student voice is part of their ongoing training). In Spring’ 2018, Office of Diversity, Equity, and Inclusion (ODEI) successfully piloted an online Student Voice professional learning course, that continues, and this fall the ODEI pilot a four-day in-service seminar to develop expertise on Student Voice. This will continue to be a focus of ODEI to ensure that staff, and primarily CPLs are well-versed in student voice, cultural proficiency, and facilitation.
Use SGAs and student councils as vehicles for bringing together constituents	While some schools use SGAs, other schools have chosen other vehicles to bring constituents together by forming committees

	that are inclusive of a wide range of young people, staff, and families.
Ask every school to address Student Voice (expanding, growing) through school improvement goals.	During SY 17-18, ODEI provided training on Student Voice to all principals. ODEI continues to provide ongoing support to school leaders in identifying authentic opportunities to promote Student Voice in school improvement processes.
Ensure Student Voice efforts operate within a safe space	In SY 17-18, ODEI began working with 4-5 schools on hosting dignity workshops that focused on empathy and belonging while strengthening relationships among student groups and students and staff. In SY 18-19, they were held at 12 schools and included over 2,200 students and 250 staff members.
Ensure Student Voice efforts consider the power dynamic between the teacher/educator and student	This is included as part of aforementioned trainings ODEI offer to school leaders and also in the online Student Voice course and seminar course.
Include parental supports in the Student Voice initiative	Schools are encouraged to communicate Student Voice efforts with families. ODEI will continue to reach out PTAs to discuss the importance of student voice, and the need to connect families through student voice is infused through the Student Voice course and seminar previously mentioned.
Re-establish the Peer Mediation program	As part of ODEI’s restorative justice presentation to the board in SY 17-18, this recommendation was emphasized. There is on-going conversations with the Mediation, Conflict, and Resolutions Center (MCRC) to work toward piloted a reestablishment of this for SY 19-20.
Include the associations in supporting the Student Voice effort	There has been no significant movement on this recommendation to date. ODEI has plans to connect Howard County Education Association (HCEA) and Howard County Administrators Association (HCAA) to develop a strategy for this.
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.	ODEI collaborated last year with Howard County Government to establish Youth in Conversations. Additionally, ODEI worked with county government to host a “Ted Talk” like event on various topics. There will be continued monitoring for other opportunities to implement this recommendation.

Curriculum

Recommendation	Status
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	Story Strong started through English classes in SY 16-17 and expanded through Math classes in SY 17-18.
Encourage the use of service learning that engages students in diverse cultural experiences	8th grade mandatory Student Service Learning (SSL) project that discusses the importance of representation in a democracy and how representation impacts policy and law full implementation SY17-18; updated in collaboration with elementary and secondary social studies and secondary language arts over the summer using student, teacher, and community input; updates implemented 18-19.
Make better use of existing community resources for: languages, churches, and faith-based organizations	Each curricular program works collaboratively with curriculum advisory committees. These committee members review curriculum and some visit curriculum development workshops. Curriculum Advisories will actively recruit diverse stakeholders. This year, curriculum advisory committees will begin the process of reviewing existing curriculum to identify clear examples of diversity and inclusion in our existing programs. They will also make recommendations for how additional connections might be made.
Start with including age appropriate instruction on diversity and inclusion from the earliest years	Pre-K teachers have <i>Second Step</i> curriculum to teach & incorporate Social Emotional Learning (SEL); K-5 teachers have <i>Caring School Community</i> curriculum to teach & incorporate SEL; Equity curriculum resources developed PreK-12 (includes Classroom Community, Norms, and Equity)
Identify strategies that will provide opportunities for middle school students to increase their awareness of racial identity and racial tensions	GT Instructional Seminar (opt-in) for African American History that includes awareness of racial identity and racial tensions. Also, the aforementioned 8th grade mandatory SSL project.
Ensure PreK – 12 curricula/resources are more culturally inclusive	Department of Academics PPL led professional learning for curriculum staff, review of instructional materials and resources, and development process. Development of Cultural Proficiency Rubric for Curriculum and Instruction. Development of Essential Elements training Modules in Canvas to support culturally responsive teaching and/or curriculum development (SY18-19). Short and

	<p>long-term goals across content offices to analyze and enhance materials. Use of grant funds to purchase diverse classroom libraries (elementary). On-going examination of Secondary English materials and Media center materials with an eye toward cultural diversity and inclusivity.</p>
<p>Provide more contemporary, culturally diverse material</p>	<p>Content offices continue to enhance programs through the intentional inclusion of culturally diverse teacher materials and culturally proficient teaching practices. We have recently included two new semester social studies elective courses in the catalogue – Women’s Studies and Ethics in Contemporary Culture. SY 17/18, work to develop guidelines for the adoption of instructional materials that include a strong emphasis on a culturally diverse perspective. Rewrote and updated African American History to reflect contemporary issues and current events. Use of grant funds to purchase diverse classroom libraries (elementary).</p>
<p>Increase the number of advanced level “culturally” based courses</p>	<p>AP programs are developed nationally by the College Board and thus they develop content for AP brand courses; however, as stated earlier, we have recently included two new semester social studies elective courses in the catalogue – Women’s Studies and Ethics in Contemporary Culture and Rewrote and updated African American History GT Seminar to reflect contemporary issues and current events.</p>
<p>Facilitate an environment in which student voice is included in instruction</p>	<p>Student voice is a critical component in the SEL curriculum. This is also a key component in the student voice trainings for leaders and staff.</p>
<p>Reinstate Disability Awareness Program (DAP Days) or similar program</p>	<p>This was funded through a grant and the grant has ended. There has been no significant movement on this recommendation.</p>
<p>Leverage Speakers Bureau to help address diversity</p>	<p>There has been no significant movement on this recommendation.</p>
<p>Ensure accountability for using resources and guidelines</p>	<p>This is built into Administrators' Curriculum and Instruction trainings and PL days for teachers. ACI meetings also provide an opportunity to hold leaders accountable and develop instructional leaders.</p>
<p>Utilize curriculum resources to address diversity/inclusion issues. Balance classic</p>	<p>We have continued our work on evaluating curriculum resources using a diversity rubric.</p>

literature with incorporation of community “historical” resources	This includes training staff on the components of the rubric. Also, we have used curriculum and grant funds to purchase more diverse materials, such as secondary reading and diverse classroom libraries in elementary.
Frame content in elective courses (psychology and sociology) to focus on issues of diversity and inclusion	ODEI has been working with Curriculum and Instruction (C &I) in developing a credit that focuses on global awareness and diversity
Integrate expectations to have curriculum meet inclusion goals	We have continued work on SEL. The proposed elementary report card will include information about student progress on SEL. We have provided initial training to school leaders on SEL and will continue next year.
Increase authentic implementation of curriculum expectations regarding culture and diversity	August and February PD have equity goals which highlight importance of diversity, equity, and inclusion, which emphasizes this importance
Utilize community interpreters	HCPSS uses sign language interpreters at major events such as graduations, and uses staff in the Office of Program Innovation and Student well-being to assist with translations of some text.
Offer more comparative rather than ethnicity - based classes	No significant movement on this recommendation; however, C&I has created a diversity and inclusion committee that will work to make sure curriculum and instruction offerings honor diversity and value inclusivity. ODEI offers support to this committee as well.
Ensure the Curriculum Advisory Committee represents the diversity of the community	This continues to be a top priority of Curriculum. Many of the advisory committees are well diverse and inclusive.
Implement the written curriculum	This is enforced at the site level. Continued work through professional development with school leaders and school staff to emphasize the importance of following the written curriculum.

Workforce Diversity

Recommendation	Status
Replicate the McDaniel partnership (T4T) at a state HBCU	The Office of Teacher and Paraprofessional Development is working with Towson. We have presented our plan to the Cabinet. Dr. Martirano has given us permission to pursue this opportunity and to market it to our staff.

	<p>We are also working collaboratively with principal partners who are committed to supporting this as well. There is a three-year rollout process for this partnership. Additionally, A PDS MOU has been established with Coppin and one is the works with Morgan University. While it is not the T4T program, it is a partnership to have interns from these two universities in our school building.</p>
<p>Require Cultural Proficiency/Cultural Competence training for all HCPSS staff</p>	<p>All second year teachers are scheduled to take a series of workshops title Framework in Action II. These workshops include Cultural Proficiency Awareness level training. Therefore, by the end of their second year teachers should have cultural proficiency training. Beginning in SY 19-20, Framework in Action II courses will move from highly recommended to mandatory for all second year teachers.</p>
<p>Provide, from Human Resources, a more diverse group of teachers and administrators for hire</p>	<p>Human Resources staff worked in collaboration with Leadership Development to develop and present the Aspiring Principal Leadership Development workshop to internal and external applicants. Human Resources staff held a “Get to Know HCPSS” programs for diverse/critical shortage area teacher applicants. This invitation only program was designed to enhance communication between HCPSS and its diverse/critical shortage candidates while showcasing the many benefits of working in Howard County. Human Resources staff is collaborative with HCPSS staff members, specifically, BSAP and International Liaisons, to discuss recruiting needs in an effort to increase community outreach and connection to potential applicants and the community members. This year Human Resource also held the first ever Teachers of Color Recruitment event.</p>
<p>Hire more minority principals, assistant principals, and central office staff. Ensure that they are adequately trained in cultural proficiency</p>	<p>School-based and Central Office vacancies are posted until filled, with at times, multiple screening dates. Unique positions are advertised on outside job boards and with professional agencies to cast a wider net. Human Resources staff worked in collaboration with Leadership Development to develop and present the Aspiring Principal Leadership Development workshop to internal and external applicants.</p>

	While HR doesn't hire the Principals and APs, we provide the pool of applicants for consideration. In conjunction with Leadership Development, HR continues to offer Aspiring Assistant Principals/Administrator workshop for internal and external candidates. This information has been discussed during our KPI meetings for the development of dashboards and budget.
Develop HR recruiting/decision makers' capabilities to recognize a candidate's cultural competence regardless of the candidates' demographic categories	HCPSS no longer has teacher recruiters. All recruiters are either CO or school-based administrators or HR staff members. All HR staff members have gone through Cultural Proficiency training.
Make internal in-school changes. For example, an administrator can ask minority teachers to teach AP and GT classes	This is not a function of HR. As part of Dr. Martirano's plan for diversity hiring, school administration has been encouraged to consider which staff members are being hired and which are being assigned AP and GT classes, with a goal of increasing the number of minority teachers teaching AP and GT classes.
Expand more world language options to recruit teachers with diverse backgrounds	Due to budget cuts, the world language programs have been eliminated in Elementary schools and grade 6.
Hire earlier in the year	For the 2018-2019 School Year, we have had unprecedented number of surplus teachers and return from leave teachers that need to be placed first. The increase in class size and the cut of the ESM program, has created a challenge for HR. We are working as quickly and efficiently as we can. Budgetary constraints and the parameters of the collective bargaining agreement determine our timeline and process. We are more aggressively offering "open contracts" to teachers of color and teachers in critical needs areas. These contracts are offered before the regular timeline for hiring.
Continue to improve new HR initiatives such as the current print/website/social media campaign	Recruiting brochures have been updated. HR website pages have been updated to include additional resources for employees and applicants. The current HCPSS' website has undergone a full transformation. A new HR landing page has been discussed with the communications team to centralize all HR related information for existing and prospective employees. Additionally, we will develop a comprehensive brochure with information and

	contact information for all units with Office of Human Resources.
Establish rewards/enticements for teachers, staff, and administrators to come to HCPSS to work	Office of Human Resource will be exploring innovative and strategic initiatives for Recruitment and Retention with regards to marketing our positions in a "package" and creating Professional Development for career paths for HCPSS employees. Any rewards package would have to be collectively bargained.
Provide “wrap around” support and resources for new staff members, especially attuned to the concerns and needs of diverse educators	The Office of Teacher and Paraprofessional development work with all teachers new to teaching or new to the county as part of our teacher induction program. The office provides instructional mentors for all first-year teachers. This office also works very closely with ODEI to offer professional learning around cultural proficiency topics. Each school has a Teacher Development Liaison to provides support and professional learning to non-tenured and tenured staff.
Re-evaluate the criteria for who is “qualified” to be a candidate in the hiring pool	Ensuring qualifications for vacancies are consistent with job duties and functions for each position, qualifications are clearly described in the job description and posted with the advertised vacancy, and maintain certification regulations as mandated by MSDE for teacher certification. OHR has developed "New" Class Description (generic) and Position Description (specific) templates to update all positions within HCPSS. The class descriptions will be posted on our website for information about the minimum qualification requirements for all positions. This will enable HCPSS to create Job Classes for positions that have different levels and to ensure that HCPSS is compliant with MSDE standards for certificated positions.
Provide a liaison for each school to represent different races/groups	Each school has a CPL (Cultural Proficiency Liaison) who works closely with ODEI.

Professional Learning

Recommendation	Status
Provide mandatory “diversity” (cultural proficiency) training for all staff co-lead by students	ODEI has ensured it is providing training to every school by establishing a CPL in every school. The CPL is receiving ongoing training and will be charged with collaborating with their school administrator to provide customized training for staff. Meanwhile, ODEI

	continues to provide CPro training to as many staff members as possible per year. During SY 2017-2018, ODEI increased the presence of Cultural Proficiency, ODEI at New Teacher Orientation. For SY 2018-2019, CP1 (Awareness) training consisted of four full days.
Provide professional development to strengthen the integration of diversity in the classroom	ODEI continues to collaborate with as many every stakeholder who provides professional development, so that diversity, equity, and inclusion is authentically integrated into all professional learning opportunities.
Offer training on teaching controversial issues for all teachers and staff	These trainings have been provided by Curriculum offices and are ongoing. There is much more awareness of this policy now.
Provide a Cultural Proficiency Liaison at each school	ODEI has ensured that there is one identified CPL at each school. Every CPL is involved in comprehensive training provided by ODEI.
Create inclusive environments for staff in order to amplify/empower teacher/staff voice	ODEI continues work in creating a restorative culture; training of school leaders, and work with staff
Provide more diversity events for stakeholders to work and learn together	ODEI continues to work with schools, PTAs and other community organizations to co create events that highlight diversity, equity, and inclusion.
Leverage community experts for on-site social work “consulting.”	No significant movement on this recommendation
Be proactive rather than reactive	ODEI continues to seek proactive approaches to support schools in creating school climates that diverse, equitable, and inclusive. This includes previously mentioned work around restorative justice, dignity workshops, collaborating with Program Innovation and Student Well-Being in assisting with this work.
Provide optional diversity training for parents	SY 17-18, worked with Parent Teachers Association of Howard County to create survey to assess parental needs. ODEI has collaborated with several PTAs to provide various activities for families

¹ Howard County Public School System. (2016). Committee for diversity and inclusion board report. Ellicott City, MD.

² Ibid.

³ Ibid.