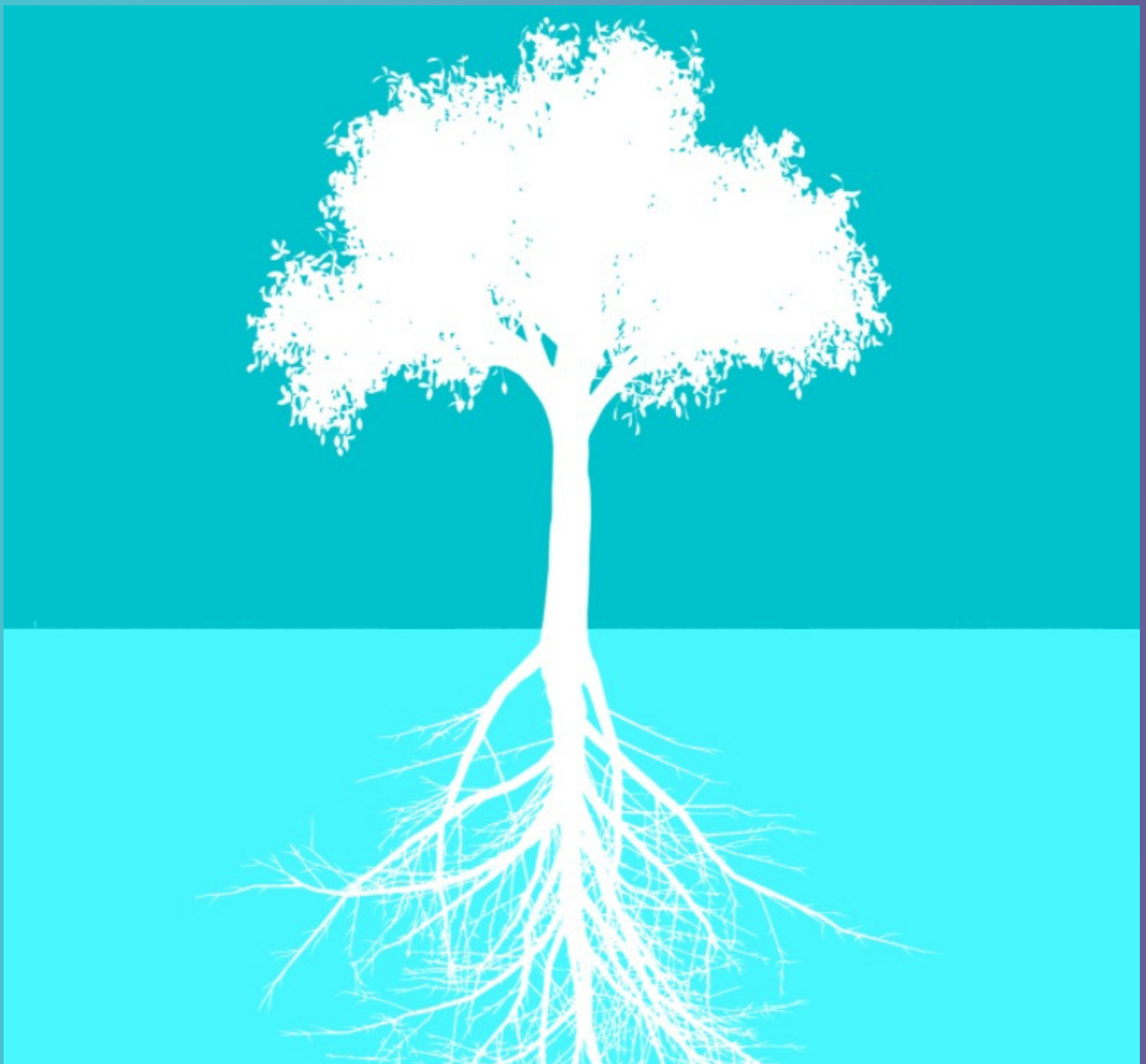

Root Cause Equity Analysis
North Providence
School District
2020-2021



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02

EXECUTIVE SUMMARY



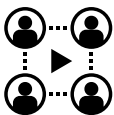
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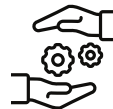
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Introduction

The North Providence School Department partnered with the Equity Institute (EI) to carry out a Root Cause Equity Analysis at the elementary level. Over the last several years, the district has welcomed new families and become more racially, ethnically, and linguistically diverse. Given the continuous demographic shift, the district is committed to becoming more equitable and implementing best practices for serving their changing community. North Providence tasked EI with identifying and defining areas of strength and growth, understanding the perceptions of community stakeholders in relation to educational equity, and creating action-oriented recommendations.

Methodology

Through a combination of surveys, focus groups, and community feedback, EI collected qualitative and quantitative data from community stakeholders. Data was collected in four domains:

1. School Climate and Culture
2. Classroom Systems and Practices
3. School Systems and Practices
4. District-School Partnerships

Domain 1: School Climate & Culture

Strengths

- Vast majority of stakeholders feel like they belong and are safe at school.
- Teachers and staff strongly agreed they would recommend working at their school to a colleague.

Primary Findings

- Disparity in sense of belonging between stakeholder groups and in racial makeup of stakeholder groups.
- Anti-bias and antiracism provides most room for growth in this domain.
- Only 68% of students felt safe coming back to school during pandemic with lower numbers for Black and African-American and Asian students.

Recommendations

- Immediately enlist the entire school community to work toward building a culture centered on equity.
- Develop and implement a strategic plan that encompasses concrete actions for at least the next five years.
- Invest in high quality anti-bias and antiracism training.
- Revise roles and responsibilities with a lens for diversity, equity, and inclusion.

Domain 2: Classroom Systems and Practices

Strengths

- Increasing awareness among all stakeholders about the need for learning related to educational and racial equity.
- Previous trainings about gender identity were helpful, valuable, and appreciated by many stakeholders.
- Clear work in the curriculum for vertical and horizontal alignment and common math assessments.

Primary Findings

- Culturally responsive teaching has fallen on goodwill of individual educators and has not been prioritized systematically.
- Teachers felt uncomfortable talking about race and race-related issues with elementary school students.
- Large gap between teachers' perceived reflection of how curriculum reflects culture and other stakeholders' views on curriculum cultural representation.

Recommendations

- Urgently develop a short-term process to build teacher and staff competence in their adoption of culturally responsive teaching and learning.
- Design and implement a culturally responsive walkthrough tool.
- Develop and implement a self-assessment for teachers to evaluate equity in their teaching practice.
- Revise curriculum to prioritize inclusion and equity.

Domain 3: School Systems and Practices

Strengths

- Principals agree that the schools create efforts to build partnerships with families.
- Principals use data to inform their decision-making.

Primary Findings

- There are few opportunities for students to develop authentic leadership skills.
- Professional development has room to incorporate applicable equity skills across roles.
- There are systemic barriers preventing inclusive parent engagement with the PTO.
- Data is under-used to drive teaching and learning.
- 79% of stakeholders viewed policies and processes as a growth area.



Recommendations

- Implement opportunities for students to grow into leadership positions.
- Ensure professional development opportunities and school goals are closely aligned and intentionally build over time.
- Use data to build capacities, inform staff learning, and build student skills.
- Audit how policies are being implemented, modified, and published.

Domain 4: District-School Partnerships

Strengths

- The COVID-19 pandemic has led to increased and more robust communication between schools and families.
- There are numerous methods for families to engage with and communicate with the school.

Primary Findings

- As the number of BIPOC students has increased, the number of BIPOC staff has remained relatively flat.
- Money presents a barrier for families wanting to participate in school events and activities.
- There is a foundation for vertical alignment starting in elementary school and running through the district.

Recommendations

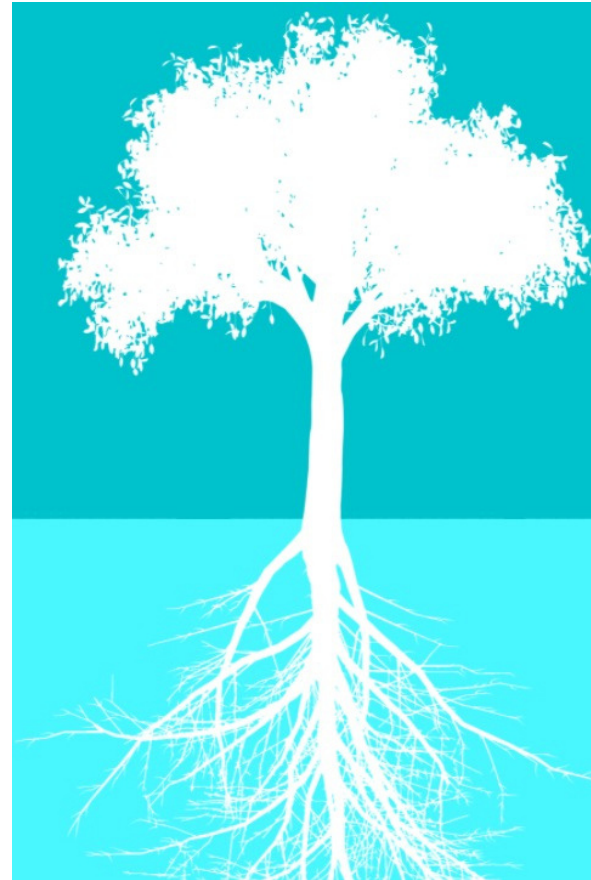
- Enlist the school committee in codifying and prioritizing equity work through all schools.
- Form a committee expressly dedicated to district-wide diversity, equity, inclusion, and advocacy.
- Sign up for Equity Institute and RI Kids Count's newsletters.
- Revisit RCEA recommendations in 12-15 months.
- Dismantle and re-envision existing committees that do not represent the community.

Implementing equitable policies, practices, and systems requires investment from the entire community and the willingness to re-imagine the current status quo. When 25% of the community commits to making large-scale change, this changes the group dynamic and the community sentiment shifts towards the new norm (Berger, 2018). It is our deep belief, that the North Providence community is ready to make this shift.



Every school in America is impacted by historical inequities that have perpetuated systemic racism and discrimination. At **Equity Institute (EI)** we believe transformation requires collective action and a deep evaluation of the systemic inequities that exist in our education system. We are on a mission to support school districts in unearthing the root causes of their equity gaps.

The **Root Cause Equity Analysis (RCEA)** is a comprehensive, community-centered process that assesses a district's diversity, equity and inclusion policies and practices. We engage a wide range of community members to hear different ways people describe their perceptions, experiences, and hopes associated with their school district. Our goal is to build awareness to galvanize school and district stakeholders for collective action. Ultimately, we believe knowledge leads to policies and practices that raise historically silenced voices, shifts the imbalance of power and privilege, and promotes equitable outcomes for all learners.



At EI we define Educational Equity as the intentional development and alignment of policies and practices to promote psychological safety and physical, intellectual, and emotional well-being. We believe the following are key for promoting Educational Equity and this lens informs our work and analysis:

- **Diversity** is a major component of our society and should be viewed as a critical asset in our way of being rather than as an afterthought.
- **Complex systems**, such as our education systems, are made up of relatively simple interactions. Transformation relies on building and maintaining authentic relationships.

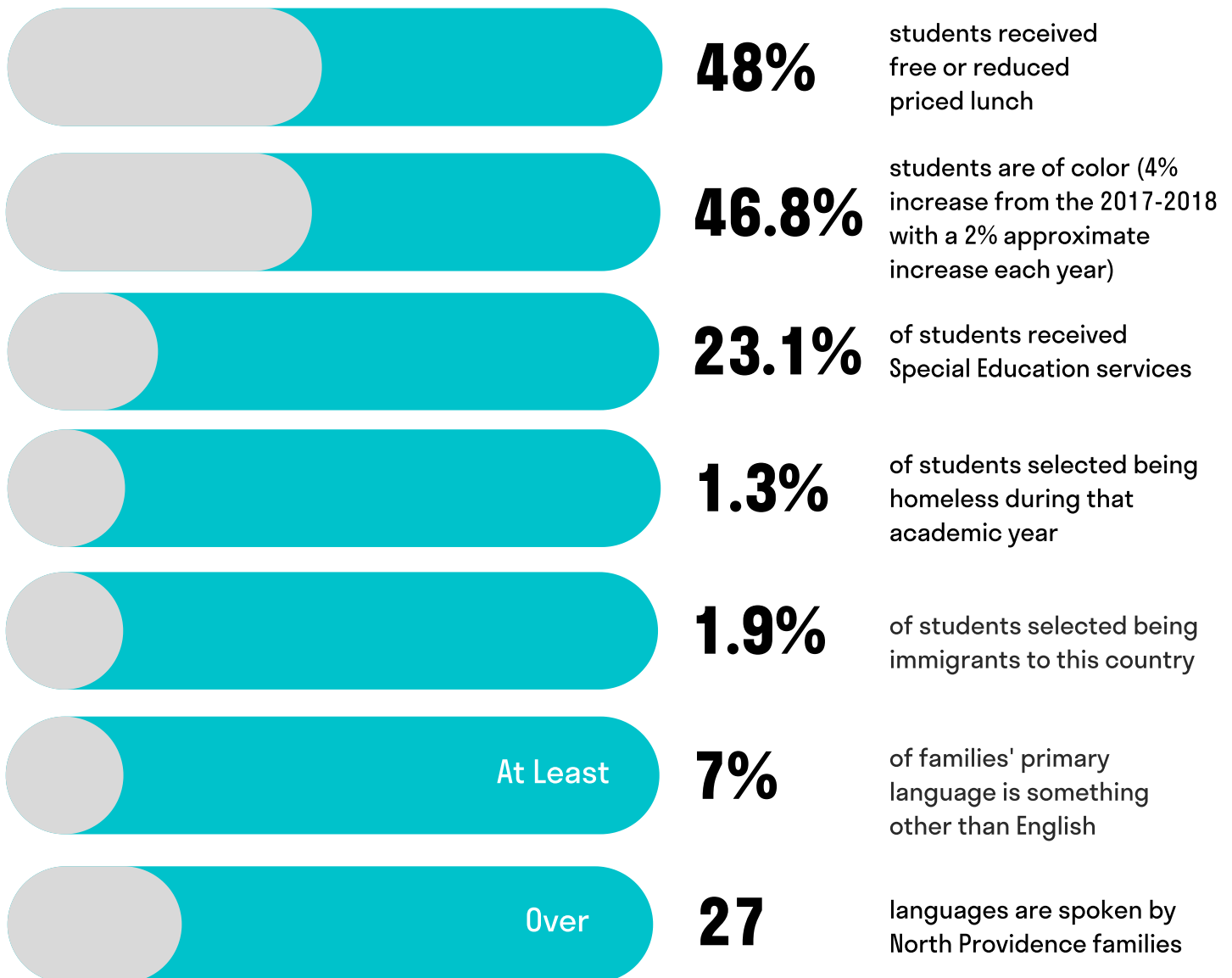
- **Criteria for success** when advancing Educational Equity must be based on the quality of individual and community life as opposed to standardized test scores.
- **Decision-making processes** ensure students maintain a voice in the creation of policies and programs intended to serve them. Additionally, students and their parents and families possess appropriate mechanisms to hold education agencies accountable.
- **Systemic oppression and marginalization** have a real, material impact on individuals and communities. Effective interventions designed to promote Educational Equity recognize how these forces affect people's lived experiences and their engagement with the education system.

*This definition was inspired by the Principles of Harm Reduction from the National Harm Reduction Coalition. [Learn more here.](#)

Throughout the report, you will see references to different ways of teaching and learning, including Culturally Responsive Teaching, antiracist education, and equitable teaching. The names are not as important as the ideas. Here at Equity Institute, we believe that good teaching is good teaching, regardless of what we call it. Before good teaching happens, teachers need to understand how their own identities and lived experiences impact their teaching. Good teaching happens when teachers deeply know their students and allow multiple opportunities for students to bring their authentic selves into the classroom. Good teaching is grounded in trust between teachers and students. Good teaching is when students feel safe discussing and grappling with difficult concepts, asking questions of their peers and their teachers, and reckoning with perspectives that are different from their own. Good teachers know their students bring vast, unique, and credible experiences and opinions into the classroom every day that allow for the co-construction of knowledge. Good teaching is obvious when students express their learning in various ways: writing, drawing, creating, performing. No matter what we call it, the practices that define good teaching are ubiquitous across ideology or place.

The North Providence School Department partnered with the Equity Institute to carry out a RCEA. The district consists of five elementary schools (K-5), two middle schools (6-8), and one high school (9-12). This project was conducted at the elementary level. North Providence tasked EI with identifying and defining areas of strength and growth, understanding the perceptions of community stakeholders in relation to educational equity, and creating action-oriented recommendations.

Over the last several years, the district has welcomed new families and become more diverse.* The graphic below highlights some of these changes:



*This information is based on data received from the district Data Management Assistant from the 2019-20 school year.

Given the continuous demographic shift, the district is committed to becoming more equitable and better at understanding best practices for serving their changing community. When 25% of a community commits to making large-scale change, this changes the group dynamic and the community sentiment shifts towards the new norm (Berger, 2018). The North Providence community is ready to make this shift. In conversation, EI chief executive officer, Karla Vigil, and North Providence Superintendent Joseph Goho stated the need and excitement for the study. Vigil said, “We want to empower youth in classrooms by recognizing their identities and creating classroom plans that really engage students, connect with who they are and build trust.” Goho responded,



"As our population and our community continues to evolve, we would like to just have an expert, someone with the expertise of (Vigil) to guide us in our efforts to meet the needs of all students and families – be it religion, be it sexual identification, be it race – we would like to have the eyes of the Equity Institute review all aspects of our district, show us where our areas of improvement are needed and then provide professional development for our staff over the next year or two in a very intentional way" (Dotzenrod, 2021 April 7).

North Providence School District's Mission

Mission

The Mission of the North Providence School District, as an urban ring community with a strong neighborhood identity which recognizes its individual and cultural diversity and its sensitivity to the needs of the community, is to educate its students in a safe, nurturing, and challenging environment for successful entry into industry, business, or higher education by providing them with 21st century skills in academics, communication, technology, and the humanities, holding them to high expectations, and recognizing the needs of individual students in order to ensure they become productive and contributing members of a global society.

Common Terms

Anti-Bias Education

an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities ([ADL](#))

Antiracist Education

acknowledging that racist beliefs and structures are pervasive in all aspects of our lives—from education to housing to climate change—and then actively doing work to tear down those beliefs and structures ([Learning for Justice](#))

ABAR: acronym for Anti-Bias Antiracist

BIPOC: acronym for Black, Indigenous, and People of Color

Belonging

the extent to which people feel personally accepted, respected, included and supported by others in the school social environment (Goodenow, 1993)

Common-planning time

a regularly scheduled time during the school day when teachers who teach the same students meet for joint planning, parent conferences, materials preparation and student evaluation ([Mertens et al., 2010](#))

Culture

building blocks of an organization's character and fundamentally how it feels to work there. ([Shafer, 2018](#))

Colorblind

the racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity ([Psychology Today](#))

Culturally Responsive Teaching

the ability to use the cultural characteristics, experiences, and perspectives of culturally and linguistically diverse learners as conduits for teaching them more effectively (Gay, 2018)

Diversity all of our human differences ([Queensborough Community College](#))

Double-grade assessments

the process of using a rubric to score an assessment two times, once by each grader, to ensure accuracy and fairness ([DePaul University](#))

Equity

intentional development and alignment of policies and practices to promote psychological safety and physical, intellectual, and emotional well-being ([Howard, 2021](#))

Common Terms

Grade blindly

the process of grading an assessment without viewing a student's name
([DePaul University](#))

Inclusive Teaching Strategies

pedagogy that strives to serve the needs of all students, regardless of background or identity, and support their engagement with subject material
([Poorvu Center for Teaching and Learning at Yale](#))

Implicit Bias/Unconscious Bias

unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding
([Poorvu Center for Teaching and Learning at Yale](#))

LGBTQIA2S+: acronym for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Two-Spirit

Opportunity gap

the disparity in access to quality schools and the resources needed for all children to be academically successful
([Schott Foundation for Public Education](#))

Political feasibility

understanding the future implications of policy alternatives ([Melsner, 1972](#))

Race

a social fabrication, created to classify people on the arbitrary basis of skin color and other physical features
([National Museum of African American History](#))

Racism

racial prejudice (unfounded beliefs + irrational fear) + institutional power; operates at multiple levels

Individual racism

refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways.

Interpersonal racism

occurs between individuals and includes public expressions of racism, often involving slurs, biases, hateful words or actions, or exclusion.

Institutional racism

race-based policies and practices that give unfair advantages to whites over people of color.

Structural racism

overarching system of racial bias across institutions and society.



AT EI, WE BELIEVE IN PEOPLE-POWERED DATA AND PROVIDING THE COMMUNITY WITH A VOICE TO BUILD ITS FUTURE.

This study leveraged quantitative and qualitative research methods to analyze data collected through administered surveys and focus groups. Additionally, the research team conducted a content analysis of organizational policies and curriculum materials. We conducted the RCEA over a seven-month period from October 2020 to April 2021.

After a thorough examination of the collected data, EI coded responses to four domains and several themes were identified in relation to each domain. Domain 1 is school climate and culture; themes associated include belonging, anti-bias and antiracism, and safety and Covid-19. Domain 2 is classroom systems and practices; themes associated include culturally responsive teaching, classroom cultural representation, and curriculum cultural representation. Domain 3 is school systems and practices; themes associated include student leadership, educator learning and development, school-family partnership, data, and policies and processes. Domain 4 is district and school partnership; themes associated include community representation, student and family access to resources, and district-school collaboration. These domains were used to categorize content at both a micro-level and macro-level. Domains 1 and 2 focused on school and classroom practices, whereas Domains 3 and 4 examined district wide policies and processes.

1. School Climate and Culture

- Belonging
- Anti-bias and Antiracism
- Safety and COVID-19

3. School Systems and Practices

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

2. Classroom Systems and Practices

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

4. District and School Partnership

- Community Representation
- Student and Family Access to Resources
- District-School Collaboration



A DATA-DRIVEN PROCESS, STRAIGHT FROM THE PEOPLE.

Community Feedback Sessions

Community feedback sessions were conducted to elicit feedback on survey questions. These sessions consisted of participants joining us virtually for a one-hour session. During this time, breakout rooms were created with one facilitator from the research team and participants divided by stakeholder groups. We met with one teacher, one teaching assistant, one social worker, two fifth grade students, two third grade students, and two parents. Sessions were either facilitated in English or Spanish based on the language needs of the participants. Once breakout groups were divided, the research team had participants review all survey questions while taking notes for feedback to ensure:

- **Questions and instructions were clear**
- **Format, font size and design is appropriate**
- **Measurement scale and questions answered what we intended to measure**

These sessions assured survey responses led to data that was valued by community stakeholders and that survey questions were understandable and clear. This step was included to establish the survey's validity (the extent to which it accomplishes its goal) and reliability (the consistency of the measure each time a similar study is conducted).

As a result of these sessions, EI modified survey items including changing language around "repair of harm," "curriculum" and "race and culture." Participants were most interested in discussing survey items related to student leadership opportunities and perceptions of belonging as they relate to race, ethnicity and gender.

Surveys

The RCEA used five stakeholder surveys to solicit perceptions and feedback from:

- **Elementary students (grades 3-5)**
- **Family members**
- **Teachers**
- **Staff**
- **School principals**

The surveys include a total of 260 items with a combination of qualitative and quantitative questions or statements for all stakeholder groups; 32 student items, 37 family items, 45 staff items, 65 teacher items, and 81 items for principals. A full listing of the survey questions and their associated domain and theme is provided in Appendix A. EI administered surveys between November 2020 and February 2021. To ensure interjudge reliability, we had four veteran researchers and professionals review our survey and provide feedback prior to administering it (Dereshiwsky, 1993).

Each stakeholder group had a different form of survey administration. Staff surveys were administered during a Professional Development day, which means that all teachers, staff, and principals had the opportunity to complete it during that time. Principals selected a day and time for students in their school to take their survey. Finally, the central office sent all families the survey link on a weekly basis for five weeks. All participants who provided their contact information were entered into a raffle and fifteen winners were awarded a \$15 gift card. The 507 survey respondents included the following:

Respondents	Centredale	Greystone	McGuire	Stephen Olney	Whelan	All
Students	35	51	10	81	**	179
Family Members	40	34	35	44	29	182
Staff*	**	18	**	**	**	40
Teachers	19	35	28	11	18	101
Principals	**	**	**	**	**	**
All Respondents	99	139	81	146	57	507

Figure #1: Survey respondents by school and stakeholder group

*The "Staff" survey includes responding staff in non-teaching roles like teaching assistants, social workers, etc.

** Any group with less than 10 respondents will not be reported explicitly to protect confidentiality.

The average numeric response (1-4) includes the number and percent of respondents choosing each of five answer options: 4=Strongly Agree, 3=Agree, 2=Disagree, 1= Strongly Disagree, and I Don't Know. I Don't Know is ignored in terms of the numeric response. High percentages of I Don't Know responses call attention to areas requiring further discussion with stakeholders for accurate interpretation. The survey responses are bucketed in the following categories:

- **Favorable:** equaling the total percent of Strongly Agree and Agree responses
- **Unfavorable:** equaling the total percent of Disagree and Strongly Disagree responses
- **I Don't Know:** equaling the total percent of I Don't Know responses

Of responding stakeholders, students and parents were significantly more racially diverse than educators. Among educators, the staff was more racially diverse than teachers and school principals. Survey-takers were predominantly female for all stakeholder groups except students.

Respondents by Gender

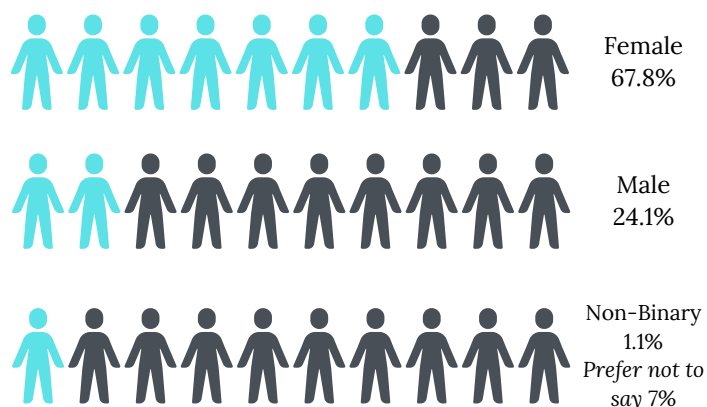


Figure #2: Survey respondents by gender

Respondents by Race/Ethnicity

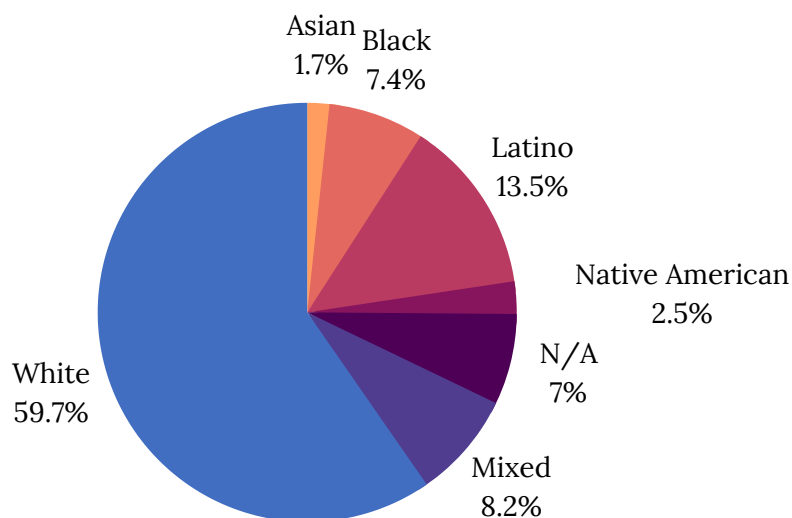


Figure #3: Survey respondents by race/ethnicity

Focus Groups

EI conducted 30 virtual focus groups between October 2020 and February 2021 with 134 participants using the protocol and questions found in Appendix B. Focus group participant selection varied by stakeholder group. Families were asked to complete an interest form and 11 groups were randomly selected: two groups per school and one Spanish group representing all elementary schools. All principals were invited to the administrator group. The district provided a list of all staff members and we randomly selected one teacher group and one staff group from each school. Finally, student groups were selected by their principals. All focus groups were recorded and transcribed. In analyzing focus group data, responses were coded to match domain and themes from the survey.

Participant Overview



Participants by Race/Ethnicity

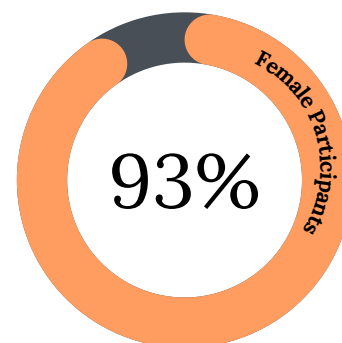
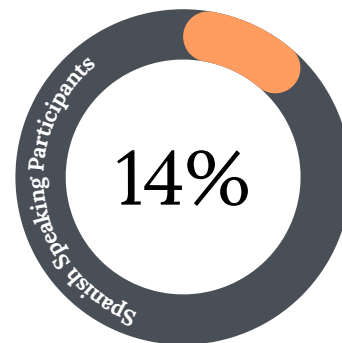
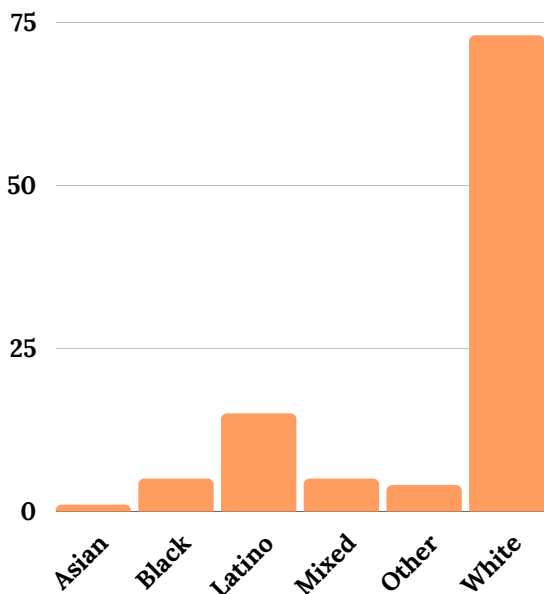


Figure #4: Focus group participants by race/ethnicity

Curriculum Analysis



Curriculum Analysis looked at publicly available curriculum resources on North Providence's website for hallmarks of equitable pedagogy, including culturally responsive teaching, multiple modes of assessment, diversity across the curriculum, and vertical and horizontal alignment.

Policy Analysis



Policy Analysis included the content review of 12 published policies on North Providence's website with a comprehensive lens towards equity. The methods and results associated with this content analysis are further discussed in Domain 3.

Reporting



No identifying information is used in this report. All names have been redacted and comments have been generalized to a group of stakeholders and to no individual participant. Any stakeholder group that contained less than 10 participants is denoted with ** to preserve anonymity.

Timing



This analysis was originally slated to begin during the 2019-2020 school year; however, the closing of schools due to COVID-19 pushed the timeline back.

COVID-19



Limitations exist between what was front-of-mind for participants during this time and what may have been during another time. We determined many participants interpreted items related to safety as safety from the pandemic rather than overall physical and emotional safety. For this reason, the analysis combines the safety and COVID-19 questions in the results.

Technology



Conducting focus groups with people who have inconsistent access to reliable Internet and who are unaccustomed to online conversations constituted both a logistical obstacle and recruitment obstacle.

K-2 Students



This group of students had a difficult time engaging effectively online because they were easily distracted and had challenges with their technology, such as muting/unmuting.

Focus Groups



Due to the limited number of participants per group, we were unable to invite every person who showed interest. To increase diverse voices, focus group dates and times were chosen by groups that were more heterogeneous. While we invited 8-12 individuals per focus group, attendance was low for the family sessions. One group in particular turned into an interview because only one parent showed up.

Recruitment



The district used contact information on file to contact focus group and survey participants. If contact information was not current, or if families missed the notification, they were not aware of the opportunity to participate.

Reporting



Due to the high number of participants, we were unable to include all statements made during surveys and focus groups. We primarily synthesized and reported themes from all schools and stakeholders.

Demographic Information



LGBTQIA2S+ was not included as an option to self-identify. Some participants wrote-in LGBTQIA2S+ in the optional write-in section. Demographic information may not add up to 100% since some respondents chose to skip demographic items or selected multiple options.

THEMATIC FINDINGS AND ANALYSIS

This section discusses key findings. Our goal is to highlight the voices of the North Providence community and inspire collective action in this evolving district. In doing so, it is important to note that our sample size is limited to the respondents who took the survey or participated in focus groups, meaning our results directly reflect the data we received from the people. In research, when the sample size is small, it indicates that results may not be able to generalize to the whole population (Deziel, 2018). However, for this report, because the results are internal to North Providence (and not all schools everywhere), the results we report are applicable to the North Providence community.

19 - 24

**DOMAIN ONE:
SCHOOL CLIMATE AND
CULTURE**

25 - 31

**DOMAIN TWO:
CLASSROOM SYSTEMS
AND PRACTICES**

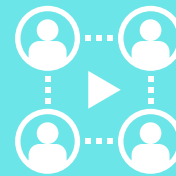
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**DOMAIN THREE:
SCHOOL SYSTEMS
AND PRACTICES**

49 - 53

**DOMAIN FOUR:
DISTRICT-SCHOOL
PARTNERSHIPS**

SCHOOL CLIMATE AND CULTURE



“I HAVE TAUGHT AT MULTIPLE SCHOOLS IN THIS DISTRICT AND I LOVED EVERY SINGLE ONE. THIS IS A VERY GOOD SCHOOL DISTRICT THAT I PLAN TO STAY IN FOR THE DURATION OF MY TEACHING CAREER.”

-TEACHER SURVEY

School Climate and Culture

This domain encompasses the following three themes:

- Belonging
- Anti-Bias and Antiracism
- Safety and COVID-19

DOMAIN ONE: SCHOOL CLIMATE AND CULTURE RESULTS			
Method	% Favorable	% Unfavorable	% Don't Know
Focus Groups	43	47	10
Surveys	81	9	10

Figure #5: Domain 1 Results

High-Level Strengths

The vast majority of stakeholders feel like they belong and that they are safe at school. Focus group responses supported belonging as a strength 60% of the time. Families who were new to the district felt comfortable and welcomed in the community. Student responses included mostly positive feedback for each theme in this domain. Teaching and professional staff strongly agreed they would recommend working at their school to a colleague. Over 82% of stakeholders across each group agreed that they and students feel safe at school.

DOMAIN ONE

SCHOOL CLIMATE AND CULTURE

Three themes:

- Belonging
- Anti-Bias and Antiracism
- Safety and COVID-19

Thematic Findings and Analysis

Belonging

Results show that between stakeholder groups and in the racial makeup of stakeholder groups there is a disparity in overall sense of belonging both among teachers, staff, and students. White school staff and teacher ratings were consistently multiple percentage points higher than ratings from staff of color across all questions. This indicates a lack of trust and shared connection between white stakeholders and BIPOC stakeholders. This could result from microaggressions against staff of color by white staff. Microaggressions are subtle, oftentimes unconscious words or actions that are committed against people of color that denigrate them and may cause emotional and physical harm (Sue et al., 2008). There is a great deal of research on the harm of microaggressions and the real mental and physical problems they cause in both the short and long-term (Levy et al., 2016). This trend continues for students' sense of belonging too with a 13-16% point gap between white students and students of color. For students of color a sense of isolation and the impact of microaggressions are crucial to address and repair in elementary school because numerous research studies tie a sense of belonging to long-term academic success. Teachers lowest ratings in belonging were for the question that asked if students feel valued at school for their racial and ethnic identities. This indicates that teachers also know that there is important work to do in ensuring all students feel fully included in the community.

For students learning English, a sense of isolation is compounded, not only by race but also by English language acquisition. **“Yo casi no hablo en clase por que no se hablar ingles, así que cuando hay veces que quiero decir algo pero no puedo por que lo tengo que decir en ingles/I don't really speak in class because I don't know how to speak English, so sometimes I want to say something, but I can't say it because I have to say it in English” (Student Focus Group).** When students learning English are separated from the general population, their sense of community is more narrow than for the general population of students. To accelerate English-language development, students need multiple opportunities to interact both formally and informally with native-English speakers (Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice and Research, 2017). This fosters a deeper connection to the school community.

DOMAIN ONE

SCHOOL CLIMATE AND CULTURE

Three themes:

- Belonging
- Anti-Bias and Antiracism
- Safety and COVID-19

Only 76% of family survey respondents agreed they felt like they belonged at school, with the lowest rating being from Latino and Hispanic family members. Throughout the family focus groups, a common theme was the fear of being labeled as the “complaining parent” for families of color and fear of retribution from the school. They repeatedly expressed not feeling welcomed by the district in advocating for their children. 40% of principals agreed that parents and family members of all racial and ethnic backgrounds feel safe to express their ideas and feelings and only 20% agreed that parents of all backgrounds feel like they belong at school. It is evident leadership knows that family members of different backgrounds do not feel welcome, then the time for change is now. Studies show parents should feel welcomed and supported in advocating for their children (American Psychological Association, 2014). The schools would benefit from family liaisons at each school who speak the languages of the community and who can be a first-point of contact for families and advocate in ensuring that needs and questions are addressed promptly.

“I THINK OUR TEACHER ASSISTANTS ARE OUR UNSUNG HEROES... THEY NEED TO BE RECOGNIZED MORE, DEFINITELY. I'D LIKE THE ADMINISTRATION TO FOCUS ON KEEPING THEM AND ADDING TO THE POOL BECAUSE WE NEED THEM.”

-TEACHER FOCUS GROUP

There was much discussion of the sense of isolation among staff from the overall school community. Only 82% of staff agreed they felt a strong sense of belonging at school. Staff members were highly attuned to the lack of equity in terms of whose voices were heard at the school and who had the most power to effect change. **“I think a lot of times there’s a kind of a hierarchy and people don’t really get a voice who need to have a voice” (Staff Focus Group).** Whether it was not being invited to participate in an IEP meeting or feeling excluded from professional development training, staff are not fully integrated into the community. Failing to draw on the expertise of the staff leaves an untapped resource for students and the school community in better understanding how best to serve students.

DOMAIN ONE

SCHOOL CLIMATE AND CULTURE

- Three themes:
- Belonging
 - Anti-Bias and Antiracism
 - Safety and COVID-19

“SOME STAFF MEMBERS AT THIS SCHOOL WOULD BENEFIT FROM SENSITIVITY TRAINING SURROUNDING RACE AND GENDER IDENTITY. A LOT OF ‘TRADITIONAL PEOPLE’ WORK HERE.” -TEACHER SURVEY

Anti-bias and Antiracism

Anti-bias and Antiracism hold the most room for growth in this domain. Racism pervades every aspect of our society. The US is designed in a way that privileges white people and de-values the voices, lives, and contributions of BIPOC Americans (Gray, 2019). Racism is institutionalized in US schools in ways that require significant, intentional dismantling (Griffith et al., 2007). This is not unique to North Providence.

**“I WOULD SUGGEST SOME TRAINING OR WORKSHOPS.”
-FAMILY SURVEY**

In North Providence, there were large gaps between teachers and staff in their agreement on how they reflect on the biases they carry in their work (95% of teachers and 68% of staff believe they reflect on their biases). In order to be effective, reflection on biases needs to be intentional, regular, and authentic. When asked how they as teachers bring their identity into the classroom, many teachers did not directly engage with this question and, those who did respond, did not talk about race. Failing to recognize racial privilege results in unintentionally racist actions. The first step in moving to create an antiracist environment is to provide education around racism, antiracism, and identity development as it relates to race and privilege (North, 2020 June 03). By better understanding their own complex identities, teachers will be better prepared to meet the needs of their diverse students.

DOMAIN ONE

SCHOOL CLIMATE AND CULTURE

- Three themes:
- Belonging
 - Anti-Bias and Antiracism
 - Safety and COVID-19

Only 60% of principals agreed that staff have the knowledge they need to respond to race and racism related issues or incidents. Principals also highlighted the need for their own training and development before appropriately training staff. An outside trainer and facilitator is necessary to do this work. A top-down, wide-reaching, explicit commitment to anti-bias and antiracism training and education will have direct consequences on the sense of belonging by all stakeholders. In survey open responses, one student wrote **“one of my friend [sic] made [fun] in front of my friends because of their skin color and no teachers did anything.”** It’s imperative staff receive training in how to address incidents like this and understand the importance of intent vs. impact.

“I BELIEVE THAT THE SCHOOL IS WELL-MEANING AND AIMS TO BE RESPECTFUL, BUT IT LACKS THE INSTITUTIONAL STRUCTURE AND COMMITMENT TO BE ANTI-RACIST AND INCLUSIVE.” –FAMILY FOCUS GROUP

Safety and COVID-19

In this year of the pandemic, responses to the safety questions seem to likely relate more to risks associated with COVID-19 rather than broader safety concerns. In general, 100% of principals agreed that students feel safe at school, compared to 96% of teachers, 90% of school staff, and 82% of family members. The 18% gap between principals and family members indicates the need for more communication between a wide-range of family groups when it comes to issues of student safety. The 18% of families who did not believe their children were safe in school indicates the need for dialogue with teachers and staff about what it means to be in an environment that ensures safety is psychological and physical, especially for BIPOC students and students learning English.

COVID-19 response, communication, and protocols were overwhelmingly discussed as a strength. However, in the survey, only 68% of students agreed they felt safe coming back to school and the numbers were much lower for Black and African-American and Asian students. Because the pandemic hit communities of color hardest, feelings of insecurity carried over into the school environment (Dorn et.al., 2021 March 01). Moving forward, significant work should be done to ensure students of color are feeling psychologically safe and that, to the extent possible, the school is working to offset insecurities and fears caused by the pandemic.

*[sic] is used to show how something appeared in writing or speaking originally to preserve authenticity from the original.

DOMAIN ONE

RECOMMENDATIONS

SCHOOL CLIMATE AND CULTURE

Three themes:

- Belonging
- Anti-Bias and Antiracism
- Safety and COVID-19

Immediately enlist the entire school community to work toward building a culture centered on equity

- Clarify district-wide values, priorities, shared language, and hopes.
- Compensate for participation to ensure all stakeholders can invest time in this work.
- Promote an affirming school culture that values differences in opinions, language, background, and experience by holding regular meetings where leadership actively and deeply listens to stakeholders' concerns and needs and is accountable for taking action.

Develop and implement a strategic plan that encompasses concrete actions for at least the next five years

- Select a representative group of stakeholders to oversee implementation and fidelity to the plan.
- Codify equity work within the School Improvement Teams to make these teams a leading voice in North Providence's equity work.
- Staff internal program evaluation and systematic review processes with trained professionals.
- Establish clear terminology so everyone has a shared understanding of equity, diversity, and inclusion and how it impacts the district's strategic plan.
- Create a multi-level outreach strategy that includes accessing all aspects of the strategic plan in Spanish and creating brief videos that explain each step.
- Update the district website to ensure plans, practices, and resources are easily accessible to all.

Invest in high-quality anti-bias and antiracism training

- Work with experts to create a multi-year staff development program that includes identity development, cultural awareness, and culturally responsive teaching strategies.
- Utilize professional development time or common planning time for modeling concrete antiracist and culturally responsive teaching practices.
- Invest in high-quality mental health support to address the impact of racism on BIPOC students and staff.
- Invest in professionally facilitated restorative justice sessions to repair harm and restore trust within the community.

Revise roles and responsibilities with a lens for diversity, equity and inclusion

- Update all active job descriptions and systems of evaluation to promote retention of staff who commit to and lead ongoing equity work.
- Initiate a series of conversations, ideally led by a professional facilitator, between staff and teachers to unpack and understand invisible hierarchies that exist in the schools.

CLASSROOM SYSTEMS AND PRACTICES



Classroom Systems and Practices

This domain encompasses the following three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

DOMAIN TWO: CLASSROOM SYSTEMS AND PRACTICES RESULTS			
Method	% Favorable	% Unfavorable	% Don't Know
Focus Groups	50	2	48
Surveys	76	17	7

Figure #6: Domain 2 Results

High-Level Strengths

Overall ratings in this domain were high, yet there were significant racial differences. There appears to be an increasing awareness among all stakeholders about the need for learning related to educational and racial equity. **“We need different perspectives. We do not need only one class or one race. We represent the United States, all kinds of people, and are we representing it within the district?” (Staff Focus Group).** Training about gender identity was helpful, valuable, and appreciated by many stakeholders. To solidify this learning, training around aspects of identity should be ongoing. It is clear work has been done towards vertical and horizontal alignment in the curriculum. The common math assessments included clear student exemplars. The common English Language Arts writing assessments indicate that there is significant progress towards establishing a culture of writing development.

DOMAIN TWO

CLASSROOM SYSTEMS AND PRACTICES

Three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

Thematic Findings and Analysis

Culturally Responsive Teaching

Culturally Responsive Teaching (CRT) is the ability to use the cultural characteristics, experiences, and perspectives of culturally and linguistically diverse learners as conduits for teaching them more effectively. Studies have shown the effectiveness of CRT on BIPOC and white student achievement (Gay, 2018). Teachers often discussed CRT as a challenge. Because CRT has not been a systemic priority, teachers felt like putting CRT into practice often fell to educators' goodwill. Only 65% of teachers surveyed spend time outside of class learning about the cultures and languages of their students, but 98% said they take time to get to know students' families and backgrounds. Students are an extension of their families and communities. Only 51% of responding families agreed their child's teacher makes an effort to learn about their culture. Multiracial family members and Latino and Hispanic family members responded even lower, 40% and 38% respectively. Efforts to get to know a family requires the need to go beyond the surface. Studies show at the elementary level, conversations to involve students' strengths, likes, challenges, and hobbies goes a long way to increasing student investment. This fosters a greater sense of belonging among students and families (Sari, 2014).

The unconscious bias and preference that results from teachers' lack of cultural awareness leads to disproportionate opportunities for white students and BIPOC students. Only 67% of multiracial students and 55% of students who declined to share race and ethnicity agree that they get to explain their thinking in class. 78% of Latino and Hispanic students agreed that if they need help their teacher will help them. Not noticing preference for calling on white students or not recognizing times to help BIPOC students is an example of a microaggression against BIPOC students. The disparity influences lower sense of belonging (refer to Domain 1 on page 20) and can lead to lower student investment for BIPOC students (Sue et al., 2009).

DOMAIN TWO

CLASSROOM SYSTEMS AND PRACTICES

Three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

Staff respondents shared a value of respect and desire to appreciate everyone regardless of race. The intent of this feeling is noble. However, the impact is colorblindness, the racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity (Williams, 2011). This type of thinking complicates equity work as it seeks to equalize difference, and discounts systemic racism's influence on white people's thinking especially.

Additionally, it is important to note that currently Culturally Responsive Teaching was tied to working with English learners and this subgroup was viewed as a figurative 'home' for equity work. CRT is good for everyone and the practices used in the ESL classroom are strong teaching techniques that could benefit many learners. To be effective and long-lasting, equity work needs to be far-reaching.

Classroom Cultural Representation

There was a large disparity between teachers and principals in classroom cultural representation. 93% of teachers compared to 60% of principals agreed that the classroom learning environment represents the cultures and lives of students. Within focus groups, numerous teachers noted they felt uncomfortable talking about race and related issues and that these conversations were best left at home. **"I have to say with the little ones, I truly feel like race is so unimportant and they really don't see a difference" (Teacher Focus Group).** By six months, skin color differences are already interesting to children and by eighteen months children can place photos of themselves within their racial and ethnic group. By five years old, children have developed their core sense of racial and ethnic identity. By 6, 7, and 8 years old, children cognitively understand the influence of social stereotypes on them (Dunham et al., 2008). The research clearly supports increased conversations, direct teaching, and discussion about race in elementary school classrooms. However, in order to lead those conversations and discussions, teachers need effective training grounded in culturally responsive teaching.

DOMAIN TWO

CLASSROOM SYSTEMS AND PRACTICES

Three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

“THE CURRICULUM IS DEFINITELY NOT CULTURALLY RESPONSIVE. IT IS NOT... I CAN SAY EMPHATICALLY NO WE ARE NOT.” -PRINCIPAL FOCUS GROUP

Curriculum Cultural Representation

There was a large gap between teachers' perceived reflection of how curriculum reflects culture and other stakeholders. 86% of teachers believed curriculum materials reflected the cultures and lives of their students compared to 65% of families, and 40% of principals. However, there was a feeling of uncertainty when implementing a culturally responsive curriculum. **“I feel safest with... going over and reading a Scholastic News on Martin Luther King because that’s directly a resource that the district purchased and I know no one can question” (Teacher Focus Group).** An explicit commitment to equity will ensure teachers are supported and the whole community is clear on the reasoning behind changes to curriculum. Developing teachers’ equity mindsets allows for rich opportunities to connect to students’ identities.

Currently, rather than develop a new curriculum or use new, more diverse resources, teachers focused on incorporating Native American culture around Thanksgiving or talking about different cultures at different holidays. This sends the message that there are only certain times of year where we celebrate differences or honor cultural traditions. It appears curriculum cultural representation is a ‘bonus’ to the curriculum rather than the heart of the curriculum. **“I don’t see any difference at all in the curriculum or the wording of how things are [taught]. In the seasoned teachers, who have been there for 15, 20, 30, 40 years and they’re all set in their ways and it’s difficult to branch off of that because they can’t teach an old dog new tricks” (Family Focus Group).** Implementing a more representative curriculum, will allow teachers to authentically bring students’ backgrounds into the classroom. Numerous studies have shown that representation in the curriculum increases students’ sense of self-worth, achievement, and perceptions of what is possible (Dee et al., 2017). Teacher mindset is essential when approaching this work; they must believe educational equity is important to effectively create change.

DOMAIN TWO

RECOMMENDATIONS

CLASSROOM SYSTEMS AND PRACTICES

Three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

“I REALLY FEEL LIKE IT WAS THE SCHOOL'S RESPONSIBILITY TO SOMEHOW ACKNOWLEDGE WHAT WAS HAPPENING [IN REGARD TO RACIAL JUSTICE MOVEMENTS]... BECAUSE KIDS PICK UP ON EVERYTHING... AND SO MANY OF THEM WERE KIDS OF COLOR.”

-FAMILY FOCUS GROUP

Urgent: Develop a short-term process to build teacher and staff competence in their adoption and execution of culturally responsive teaching and learning in the following areas:

- Universal design for learning.
- Child and adolescent development as it relates to race and identity.
- Interventions related to bias and microaggressions.
- Historical context of educators.
- Critically discuss current events.

Design and implement a culturally responsive walkthrough tool (For example: using this tool developed by Equity Institute)

- Prioritize using the tool as part of peer-observation professional development.
- Norm leadership team ratings on the tool to ensure fidelity and equity.
- Gather data based on the walkthrough tool to analyze culturally responsive teaching on predetermined regular basis (at least once quarterly to begin).
- Create opportunities for teachers to connect with cultures different than their own.
- Provide opportunities for teachers to attend trainings or conferences provided by professional facilitators.

Revise curriculum to prioritize inclusion and equity

- Commit to expanding representation in the curriculum by evaluating what images, text, histories, identities are currently taught and which ones are missing.
- Build capacity for ongoing curriculum revision by incentivizing and compensating teachers and leaders to be part of an ongoing process.

→ Implement the following subject-specific recommendations with urgency:

English Language
Arts

Social Studies

Mathematics

Science

Music, Visual Arts,
Health, Physical
Education

Social-Emotional
Learnings

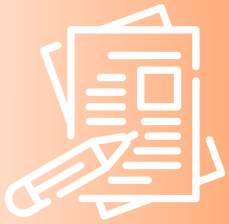
RECOMMENDATIONS

CLASSROOM SYSTEMS AND PRACTICES

Three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

English Language Arts



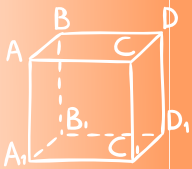
- Learn the windows and mirrors mindset and how this theory can shape the books we teach and the messages we send through curriculum (Style, 1998).
- Conduct a book audit. A book audit, allows teachers to examine what books are taught when, who wrote them, and their subject-matter. It is essential that students read books by diverse authors about diverse subjects (Garces-Bacsal, 2020) Are their books by BIPOC authors? Are their books by women authors? Are their books with non-traditional families? Are their books with BIPOC children or historical figures that are not about struggle? To help diversify students' reading list, we recommend We Need Diverse Books.
- Use common planning time and have the opportunity to double-grade assessments blindly to ensure unconscious bias is not impacting evaluation (Quinn, 2020).

Social Studies



- Incorporate various viewpoints and cultures throughout the year and not just around certain holidays. For example, when studying US Government students could also explore the Haudenosaunee Confederacy and how their laws influenced the authors of the US Constitution or when studying cooperative learning students could practice the West African call and response "Ago" "Ame."
- Adopt the Learning for Justice Social Justice Standards across the curriculum. Designed to be implemented beginning in Kindergarten, the Social Justice Standards promote deep understanding of identity, diversity, justice, and action. It is imperative that the Social Studies curriculum is relevant and diverse as this course has a strong link between sense belonging in the school community and development of agency and empowerment (Rubin, 2010).

Mathematics



- Incorporate more opportunities for students to apply mathematical concepts to real-world situations. Math journals are a research-based method for developing real-life math fluency in the elementary classroom (Benson-O'Connor et al., 2019).
- Give teachers the opportunity to analyze data and explore trends across student groups and classrooms when giving common assessments. Common assessments can be used to begin a data-driven intervention that addresses students' learning gaps.

RECOMMENDATIONS

CLASSROOM SYSTEMS AND PRACTICES

Three themes:

- Culturally Responsive Teaching
- Classroom Cultural Representation
- Curriculum Cultural Representation

Science



- Implement the [Next Generation Science Standards](#). The Next Generation Science Standards are designed to be flexible to allow teachers various opportunities to enrich existing curriculum with research-based science instruction.
- Revise existing Scopes and Sequences to include common language related to science instruction, teachers and students will develop clearer understandings of what scientific thinking, learning, and content mastery looks and sounds like starting from Kindergarten.
 - Ensure revisions include work and biographies of Black, Indigenous, Latino, Asian, Middle Eastern, and female scientists.
- Give students opportunities to have hands-on experiences with science concepts helps them see themselves as scientists and develop lifelong skills.

Music, Visual Arts, Health, Physical Educations



- Implement culturally responsive teaching and learning practices.
 - In Music class, students should have multiple opportunities to listen to and practice music from around the world. [PBS Learning Media](#) has a variety of resources for teachers to begin to explore world music.
 - In Art class, students should be learning about a variety of diverse artists from around the world. Art class is also a great place to foster social-emotional learning. We recommend [Davis Art's Free Resources](#).
 - In Health class, it is essential students have an inclusive curriculum that promotes understandings of gender and family differences. We recommend [GLSEN's Inclusive Curriculum Guide](#).
 - In Physical Education, we recommend including multiple access points for students as well as opportunities for them to practice social-emotional skills related to teamwork, leadership, and cooperation. This [guide](#) from the Presidential Youth Fitness Program provides practical applications for building inclusivity.
- In relation to enrichment classes, it is essential that all students have access to these classes regardless of home language, ability, etc. We strongly recommend against regularly pulling students from these classes for related services.

Social-Emotional Learning



- Implement an explicit social-emotional learning curriculum ensures that students graduate elementary school with the lifelong skills they will need to navigate complex situations and interactions. Equitable and anti-racist social-emotional learning ensures students develop the self-reflection skills needed and the skills to advocate for themselves and their peers throughout their life. We recommend [Dena Simmons'](#) work which you can read [here](#) as she launches her new organization, LiberatED.
- Implement restorative justice practices, like restorative justice circles, through the schools to allow students opportunities to practice these skills (van Woerkom, 2018).

SCHOOL SYSTEMS AND PRACTICES



DOMAIN THREE

This domain encompasses the following five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

DOMAIN THREE: SCHOOL SYSTEMS AND PRACTICES RESULTS			
Method	% Favorable	% Unfavorable	% Don't Know
Focus Groups	50	9	41
Surveys	73	13	11

Figure #7: Domain 3 Results

High-Level Strengths

100% of principals agree that the school creates efforts to build partnerships with families. Principals discussed building on recent work of holding parent workshops and sending surveys in English and Spanish as an area of recent growth and growing strength. 100% of principals and 97% of teachers agreed that the schools use data to inform their decision making.

Thematic Findings and Analysis

Student Leadership

Opportunities for Student Leadership are limited to classroom organization tasks and do not seek to develop students' social-emotional leadership skills. **“We have jobs inside our classroom and one time when I was the line leader, I like being the line leader” (Student Focus Group).** Students are eager to take on leadership roles in the classroom. 82% of teachers agreed students have opportunities to learn and grow as leaders in school, while only 50% of family members, 37% of students, and 0% of principals agree.

SCHOOL SYSTEMS AND PRACTICES

Five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

The need to develop authentic opportunities for students to be leaders in the classroom is clear. Leadership takes many forms and can be as simple as reporting out from a group project, sharing a partner’s thinking, or helping a classmate review a concept. Everyday examples of leadership in the classroom abound. It is important for students to see there are many ways to be a leader and that you don’t always have to be the first or the top in order to be a leader. Bringing in diverse examples of what leadership looks, sounds, and feels like allows all students, whether they are shy and quiet, independent or collaborative, to see the potential they have for making a difference in their communities.

Educator Learning and Development

Improvements in the area of Educator Learning and Development will help North Providence begin to engage in other recommendations made throughout this report. Teachers said there was not enough time and resources to **“address regular needs”** and questioned **“how they would address all these equity needs” (Teacher Focus Group)**. By sidelining equity work, intentionally or unconsciously, efforts have been branded as additional work rather than a core piece of teaching and learning. A teacher in a focus group said professional development is most useful when **“I can take something away that's useful in my day-to-day teaching.”** With that sentiment in mind, professional development related to equity needs to be relevant, job-specific, and applicable in the short-term. Differentiated professional development would allow, for instance, an occupational therapist to learn about culturally responsive therapy protocols while a second teacher learns how to have a developmentally appropriate conversation with students.

One kindergarten teacher noted **“sometimes I feel like this doesn’t have anything to do with kindergarten.”** This idea, coupled with the need for further understanding of the developmental capabilities of students to understand race and ethnicity (see Domain 2 on page 27), provides a rich area for sustained educator learning and development. The majority of principals expressed a desire to have more sustained professional development time written into the contract that would allow for common planning time and in-depth exploration of one topic through the year.

DOMAIN THREE

SCHOOL SYSTEMS AND PRACTICES

Five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

Only 78% of teachers and 75% of staff agreed that they get the support they need to thrive in their roles. This varies greatly from the 100% of principals who agreed with this statement. Intentional leadership opportunities are one area to bridge this gap. Teachers and staff in focus groups routinely appreciated learning from colleagues and there was no explicit mention of teacher or staff leadership opportunities. Rather, only 55% of staff agreed there were opportunities for professional development and another 25% responded *I Don't Know*. By building intentional leadership opportunities into revised roles and responsibilities, the many positive outcomes linked to teacher leadership and autonomy are sure to follow, including increased student achievement, meaningful professional collaboration, differentiated student learning, and finding shared purpose (Farris-Berg et al., 2013).

School-Family Partnerships

Ratings for school-family partnerships differ by stakeholders and across racial groups. 92% of teachers agreed the school listens to parents and values their input and perspectives; 72% of families agreed. The ratings were lower for BIPOC family members (53% to 68%). This directly connects to a sense of belonging and the uneasiness BIPOC families feel about expressing concerns. Only 53% to 79% of stakeholders who reported being a person of color believed the school listened to their inputs and perspectives.

This necessitates anti-bias and antiracism training as mentioned in Domain 1 (on page 22-23), especially considering 95% of all teachers agreed the school builds strong partnerships with families. BIPOC families will not be viewed as full partners with valid voices until this unconscious bias is understood, unpacked, and uprooted.

DOMAIN THREE

SCHOOL SYSTEMS AND PRACTICES

Five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

“IT’S JUST THAT WE’RE FINDING THAT IT’S SOMETIMES VERY DIFFICULT TO CONNECT WITH SOME FAMILIES AND MY TEACHERS WILL SAY, ‘WELL, THEY JUST DON’T CARE ABOUT EDUCATION,’ AND IT’S LIKE, WELL, THAT’S NOT THE CASE.” – PRINCIPAL FOCUS GROUP

The Parent Teacher Organization came up throughout Family Surveys and Family Focus Groups. In survey open responses, family respondents wrote about the PTO. One wrote **“the PTO is not very good at involving families, and not great at communicating. They have almost no social media presence, and I almost never get emails. I understand things are different now [referring to COVID-19], no events and limiting the number of people in the school.”**

In order to boost community involvement, the PTO’s communication should be inclusive, regular, and through multiple mediums. Currently, there appears to be a core group of involved family members at certain schools and there is not a clear path towards inclusivity for new members. **“They never came back and I think it’s because of that outlook that the core group kind of had, and, so yeah, it was definitely an off-putting experience for me” (Family Focus Group)**. As families work on various schedules, varying meeting times would mean more diverse voices from the community are able to attend and participate directly more often. Alternating leadership roles and responsibilities would give multiple families ways to get involved both during the meetings and outside of meetings. Having repeated opportunities for impactful and meaningful participation would boost enthusiasm across the community and invest new members in long-term partnerships.

DOMAIN THREE

SCHOOL SYSTEMS AND PRACTICES

Five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

Multiple participants critiqued the idea of monetary dues. **“So the initial \$5, which whatever is fine by me, but maybe there are some people who can’t, you know, that \$5 is a lot to ask for” (Family Focus Group).** Families are attuned to the outsized obligations of fundraising on students and parents.

“YOU WANT TO GO TO A MOVIE, YOU PAY MONEY. YOU WANT A PICTURE IN THE YEARBOOK, OR WHATEVER IT IS, YOU PAY MONEY. AND THAT WILL SEPARATE THE COMMUNITY, PERIOD. FOR ME THAT RELATES BACK TO DIVERSITY.” - FAMILY FOCUS GROUP

Equity work requires thinking about obligation and funding in different ways, including implementing sliding scale payment options, inviting outside funders to donate revenue, and social-media driven fundraising. By inviting new members to join the PTO and fostering an inclusive atmosphere, there is undoubtedly going to be creative ways to problem-solve given the new perspectives and ways of thinking from family members welcomed into the space.

Data

100% of principals, 97% of teachers and 73% of the staff agreed that as a school, they use data to inform their decision making. Using data to understand equity, diversity, and inclusion issues came up in principal focus groups and not as a key piece of teaching and learning. This gap suggests a need to codify what elementary classroom and student data is, how to use it, and why it’s necessary for effective learning. Elementary literacy is one of the most robust areas of research in the field of education. There are multiple research-backed literacy programs that provide rich data for analysis, including STEP and Fountas and Pinnell. Teachers and staff should be using data to drive instruction. They can use this information to communicate student’s learning outcomes with families and to invest students in their own learning and development.

DOMAIN THREE

SCHOOL SYSTEMS AND PRACTICES

Five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

Determining regular intervals throughout the school year to collect student data, not only in literacy but other subjects as well, ensures all stakeholders are keenly aware of students' progress throughout the year. Including examinations of data into professional development time, allows teachers to understand the data, notice differences across subgroups, and plan effective opportunities to close existing academic gaps. This allows effective interventions to happen in a timely manner and ensures all stakeholders are part of the conversation and process of supporting students' learning.

Policies and Processes




In the survey and focus groups, policies and processes included questions about raising concerns, behavior policies and hiring and retention. 77% of family members agreed there was an effective process for them to raise concerns and the percentages were lower among people who identified as Latino and Hispanic and Black and African-American. This intersects with lower feelings of belonging also experienced by families of color. Feeling like you cannot raise a concern and that you do not belong indicates that extensive work needs to be done to deliberately include and integrate BIPOC families into the community as valued members.

The survey results show an overwhelming need to change policies; 79% of participants noted this as a growth area. This speaks to a shift in mindset from when the policies were written and the need to keep policies updated to meet current needs of the community. This section adopts a qualitative content analysis to examine 12 policies, which means that they are assessed by the content of the policy and not their practice or implementation. Policies were accessed through the [District's website](#).

DOMAIN THREE

SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Strengths & Analysis
<p data-bbox="142 611 461 646">A t t e n d a n c e</p> 	<p data-bbox="548 611 1544 961">Each of the attendance policies offer room for multiple chances to improve and resolve situations. There is no evidence the incentive program has been implemented. The evaluation process contains involvement from students, teachers, and parents. However, the policy was last updated in 2015 and is missing a plan for extenuating circumstances, like homelessness. In surveys, 85% of family members, 82% of staff, and 78% of teachers agreed that attendance policies are fair. Understanding how teachers view the policy differently than other stakeholders will surface important data to restructure this policy.</p>
<p data-bbox="185 1052 418 1087">B u l l y i n g</p> 	<p data-bbox="548 1073 1544 1304">Definitions of bullying are all encompassing and do not leave much room for contemplation. The reporting criteria is not 'prominently publicized' as the policy requires. There is a clear distinction regarding matters of discrimination and bullying so the line between the two is not blurred. Cyberbullying is not as precise as current technology dictates, especially since the policy was last updated in 2012.</p>
<p data-bbox="147 1444 461 1535">H o m e b o u n d P o l i c y</p> 	<p data-bbox="548 1507 1544 1738">Homebound policy is current and inclusive of several different valid reasons for absences and extended leave. The goals of homebound help students to eventually return to school. Students are given the chance to stay up-to-date with school learning despite circumstances. However, no consideration is made for students who do not have access to health care.</p>

SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Strengths & Analysis
<p>Food Service</p> 	<p>Students are able to have access to free and reduced lunch allocated by the school; 5d is contradictory and unclear about whether students will be served lunch or not. Students are given multiple opportunities to inform their parents about lunch balances. The debt is upon the parents and not the students themselves, yet the circumstances that justify termination of debt are unclear. Parents are able to maintain the amount of money students are using on meals in multiple ways.</p>
<p>Grading Policy</p> 	<p>There are various methods of assessment that allow students with all learning types to have multiple opportunities to progress. However, there is no evidence of comprehensive understanding of students' learning in relation to growth and mastery, especially for students in special populations. Assessments are not used to calculate students' success directly. There is no clear timeline for when grades are issued and reported. The third paragraph of the policy is contradictory regarding how formative and interim assessments are used to inform grades relative to student growth.</p>
<p>Physical Restraint</p> 	<p>The policy has a positive and productive vision of working to promote learning, safety, respect, and responsibility. The policy states the behavioral procedures are designed to be preventative; however, to ensure equity, anti-bias trainings need to be explicitly named as part of the policy to prevent discrimination. Proper de-escalation procedures are listed and clear restraint procedures noted. The steps and procedure for investigating complaints is explicit, but the policy was updated in 2015 and those steps may be out-of-date.</p>

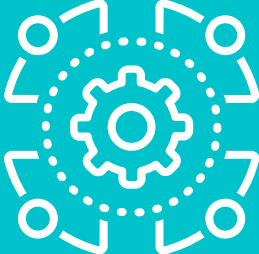

SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Strengths & Analysis
<p>Discipline <i>(as found in student handbook)</i></p> 	<p>The policy assures there are guidelines for discipline responsibilities across the entirety of the school property. The policy covers student behavior from the minute they leave school until they come back. Each policy is direct to ensure there is no wiggle room for interpretation in terms of bullying or assault. It is unclear when the policy was last revised and whether it was part of the 2020 revisions to the student handbook. In the focus groups, families and staff raised concerns about inconsistencies in discipline and how to address them. “I think if there’s no discipline policy enforced it really doesn’t account for it being equitable” (Staff Focus Group). In surveys, staff echoed this concern with only 64% of staff agreeing the behavior policy was clear, fair and consistent. Teachers were only slightly better at 81%. In the surveys, 84% of family members overall believe the behavior policies are fair; however 50% of Black and African-American families feel the policy is fair. This large gap strongly indicates the need for more explicit training on anti-bias and antiracism and how to create affirming classroom environments.</p>
<p>Parent Organization</p> 	<p>This policy has not been updated since 2015. Faculty and staff are encouraged to participate in the PTA/PTO which provides more community involvement, yet the methods of joining or participating in the organization are unclear. The need of monetary dues will inevitably lead to exclusion. Only 40% of principals agreed that the parent group is representative of their school community.</p> <p>“There needs to be a much better way of encouraging parents to join the school PTO committees... The school means well, but the community needs the encouragement to join and all voices need to be heard.” -Family Survey</p>


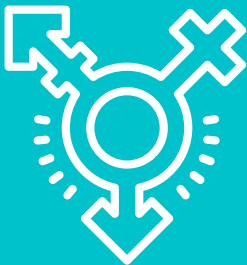
SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Strengths & Analysis
<p data-bbox="134 625 467 716">Parent Engagement</p> 	<p data-bbox="550 569 1539 1314">The district values parent involvement in students' education and aspires to promote "active parent engagement". The intent of the policy is clear; however, nothing in the policy explicitly states the importance of family representation from all parts of the community, especially considering the policy was last updated in 2013. The establishment of a Parent Advisory Council gives parents a bureaucratic voice in the district for concerns and suggestions. School staff have the responsibility of making sure parents have multiple opportunities to discuss their students' progress and experience with teachers at times that are convenient for parents. Policy includes plans for creating a representative group of students to provide feedback on the school's culture and curriculum. Policy provides plans to improve community relationships to make sure there is greater connection between the school and the broader community in order to best support families. The policy prioritizes the school being accessible to all families by making sure notices and other school materials are available, specifically in Spanish and other necessary languages, and the parental involvement plan is to be made available to parents in the language necessary for the families.</p>
<p data-bbox="144 1415 490 1455">Staff Hiring</p> 	<p data-bbox="550 1434 1539 1745">Primary reference point for all personnel evaluation and decision making is improvement of student learning. The policy is current and action-oriented and notably includes opportunities for multiple stakeholders to have voice in the process. The intent to outreach to the North Providence community is clear, yet the structures to do so are unclear. In the survey, 60% of principals agreed that hiring interviews focus on candidates' commitments to equity and 40% agreed they take action to hire and retain exceptional teachers of color.</p>

SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Strengths & Analysis
<p style="text-align: center;">School Improvement Team</p> 	<p>Members representing teachers, parents, education support staff are to be chosen in “fair and equitable manner as determined by the principal.” The Superintendent/School Committee has the responsibility of reviewing members and if they determine the membership is not accurately reflective of the ethnic, racial, economic community they can appoint more members. To ensure this happens, anti-bias training needs to be explicit. The policy has multiple attempts to make clear that members must be selected through a fair and equitable process. Every parent/guardian is eligible to be selected regardless of PTO membership status. The terms of the policy, participation, and election are clear and there should be an opportunity for members to participate in decision making in absentia.</p>
<p style="text-align: center;">Transgender, Gender Non-conforming, & Transitioning</p> 	<p>The purpose of this policy is strong and designed to be inclusive and supportive for all students. There is an acknowledgement that each case is different and the school needs to be responsive and supportive to each student and their particular situation. There are very detailed plans and protocols for how to best help students and their families and families are a crucial part of the plan. The dress code section specifies the the dress code should not be more strictly enforced against transgender or gender nonconforming students. However, the process for students to have access to appropriate facilities and activities is unclear. The education and training section works to make sure the whole school community is a safe space. The pronouns used throughout the policy are not inclusive and do not always reflect the people for whom the policy is intended. More teachers than staff survey respondents knew there was a gender safe policy (73% of teachers compared to 58% of staff). The large numbers of teachers and staff who were unclear about this policy evidently indicates the need for more community trainings, awareness, and consistent use.</p>

RECOMMENDATIONS

SCHOOL SYSTEMS AND PRACTICES

Five themes:

- Student Leadership
- Educator Learning and Development
- School-Family Partnership
- Data
- Policies and Processes

Implement opportunities for students to grow into leadership positions, such as cross-grade collaborations, community-service projects, and mentoring peers

→ Commit to district-wide focus on social-emotional learning and adolescent development.

Ensure professional development opportunities and school goals are closely aligned and intentionally build over time

- Professional development should be explicitly applicable to all roles.
- Teacher leadership should be recognized and codified.
- Teacher leaders should have opportunities to model strategies for their peers.
- Teacher leaders should be compensated for their contributions.

Use data to build capacities, inform staff learning, and build student skills

- Begin data collection at the classroom and school level especially related to reading and literacy.
- Use data collected to examine trends across demographics, teachers, grade levels, schools, and unpack the root causes of those trends to adjust practice accordingly.
- Include meaningful data related to equity in the evaluation process.




Audit how policies are being implemented, modified, and published

- Update all active job descriptions and systems of evaluation to promote retention of staff who commit to and lead ongoing equity work.
- Initiate a series of conversations, ideally led by a professional facilitator, between staff and teachers to unpack and understand invisible hierarchies that exist in the schools.

RECOMMENDATIONS

SCHOOL SYSTEMS AND PRACTICES

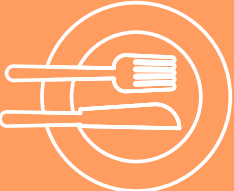

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Recommendations
<p data-bbox="162 615 475 653">Attendance</p> 	<p data-bbox="548 703 1544 856">Revise policies to ensure clarity around who is contacted for students with absent parents or non-traditional guardians. Clarify whether mental illness qualifies as injury and whether mental illnesses among students are considered valid excuses for tardiness.</p>
<p data-bbox="186 1052 422 1094">Bullying</p> 	<p data-bbox="548 1073 1544 1304">Revise the policy to expand definitions of cyberbullying to include possible issues on various websites and platforms. Include an option for anonymous reports on bullying to be submitted by staff. Clarify what students are supposed to do while a conflict is under investigation and clarify what “reasonable” under reasonable accommodations for people with disabilities includes.</p>
<p data-bbox="147 1444 459 1535">Homebound Policy</p> 	<p data-bbox="548 1543 1544 1654">Revise the policy to clarify whether or not students will have access to all of the same resources while at home. Revise the policy to include guidelines for what the return to school process looks like.</p>

RECOMMENDATIONS

SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Recommendations
<p data-bbox="121 569 483 604">Food Service</p> 	<p data-bbox="548 569 1544 842">Revise the policy to explain the ways in which school food prices are set or whether or not costs are equitable to families of various economic levels. Clarify whether or not suspended accounts prevent children from being served hot food. Accounts sent to a collection agency over \$50.00 is detrimental to students' and families well-being both in the short and long-term. This practice should be discontinued to prevent undue harm to families who may be facing hardship.</p>
<p data-bbox="180 940 399 1024">Grading Policy</p> 	<p data-bbox="548 1037 1544 1184">There are no mentions of possible bias in the grading process. Revise the policy to ensure students are made aware of how the process of a failing grade is handled. Clarify the relationship students and parents have with tracking grades.</p>
<p data-bbox="168 1379 435 1463">Physical Restraint</p> 	<p data-bbox="557 1451 1552 1724">Revise the policy to clarify, under the section “Restraint Prohibitions,” the prohibition of using physical restraint as a form of discrimination based on race, ethnicity, ability or other identity factors. There is a procedure for investigating complaints should parents/guardians choose to do so, but the policy only includes notifying the office of the superintendent who will then designate an individual or team. Expound on this policy for clarity.</p>

RECOMMENDATIONS

SCHOOL SYSTEMS AND PRACTICES

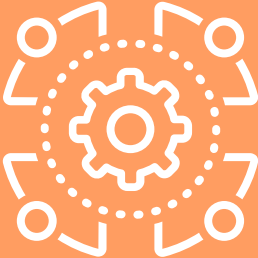

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Recommendations
<p>Discipline <i>(as found in student handbook)</i></p> 	<p>There is no mention of any unconscious bias which can lead to the disproportionate amounts of students of color being disciplined. Revise the policy to include an in-between consequence from detention and short term suspension. Taking or attempting to take personal property should not result in suspension (handbook page 9) as it can be a result of developmental or cultural mis-understandings. There needs to be a clearer delineation in the policy between elementary and secondary actions and consequences. Many of the reasons for disciplinary actions are a result of actions that could be of students' control (i.e. tardiness) and actions that constitute detention could be the faults of students' parents/guardians. In revising the policy, ask: how do punishments account for external circumstances that may lead to unjust punishments in students? Suspension for use of electronic devices seems a bit dated given the BYOD policy. We recommend aligning the two. There is no mention of situations that may involve harassment both sexual or nonsexual; only physical assault is mentioned, neglecting other possible implications that could be bullying and require discipline. Revise the policy to address these inconsistencies accordingly. Finally, police should always be informed of students' learning and language differences (handbook page 11) and anti-bias training should be explicit and regular for all school-resource officers.</p>
<p>Parent Organization</p> 	<p>Revise the Parental Organization policy with careful attention to equity, effectiveness, and structures. Ensure marketing materials are intentionally developed with an equity, diversity, and inclusion lens. Prioritize an inclusive parental engagement model to ensure BIPOC parents and newcomers are welcomed. While the parent organizations are established as self-governing non-profits, the school should make a universal recommendation as to how the membership process works, specifically making sure the process is equitable in admission and participation opportunities.</p>

RECOMMENDATIONS

SCHOOL SYSTEMS AND PRACTICES


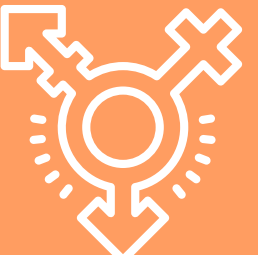
- Five themes:
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 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Recommendations
<p>Parent Engagement</p> 	<p>In establishing the Parent Advisory Council, the process for selecting a parent representative is left up to the parents of each school. Revise the policy to specify specific procedures for this process to ensure that the council will be reflective of the different populations within the district. Revise the policy to specify how often and when parents are entitled to multiple opportunities to meet with principals and teachers at times that work for the family. The policy should be explicitly linked to the SIT policy for clarity.</p>
<p>Staff Hiring</p> 	<p>Revise the policy to include safeguards for equity. Revise the introduction to include a mission to be recruiting and retaining more teachers, staff and other faculty of color and the benefits that this also has on student learning. In the section regarding advertising for vacancies there should be mention of specific outreach and efforts to recruit a diverse workforce. Develop a hiring committee who designs policy for the selection process of candidates. The screening committees for school site personnel should be required to be reflective of the community along racial, ethnic, economic lines. They should write interview questions to better understand the candidate’s willingness and openness to North Providence’s commitment to equity and their experience working with diverse populations. Invest in substantial outreach and recruitment efforts to attract, hire, and retain BIPOC staff who have close connections to the North Providence community. Prioritize diversification of staff and hiring multilingual educators. Partner with local and national organizations that promote teacher diversity, like EduLeaders of Color RI.</p>

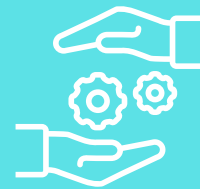
RECOMMENDATIONS

SCHOOL SYSTEMS AND PRACTICES

- Five themes:
- Student Leadership
 - Educator Learning and Development
 - School-Family Partnership
 - Data
 - Policies and Processes

Policy	Recommendations
<p>School Improvement Team</p> 	<p>The SIT team policy should be revised to include clear roles and responsibilities related to implementing recommendations from the Root Cause Equity Analysis.</p>
<p>Transgender, Gender Non-conforming, & Transitioning</p> 	<p>Revise the policy to add a section regarding curriculum and its importance for normalizing these topics and making these students feel more comfortable and seen in school. Clarify the necessity of this work for both transgender and cisgender students and staff.</p>

DISTRICT-SCHOOL PARTNERSHIP



This domain encompasses the following three themes:

- Community Representation
- Student and Family Access to Resources
- District-School Collaboration

DOMAIN FOUR: DISTRICT-SCHOOL PARTNERSHIP RESULTS			
Method	% Favorable	% Unfavorable	% Don't Know
Focus Groups	49	6	45
Surveys	72	15	13

Figure #8: Domain 4 Results

High-Level Strengths

"One good thing that's come out of this pandemic is working with the children online. I am [sic] most definitely built a really good relationship with the families of the children I'm working for... I definitely have gotten a better understanding of what's going on in their lives because I am seeing their home life and talking to their parents" (Staff Focus Group).

Families noted "the school department has had great communication during these hard times" (Family Survey), thus showing that communication was well executed. Numerous teachers discussed the increased use of Google Classroom, Class Dojo, and text messaging to outreach to families. 100% of principals agreed that district-school communication is strong and that district fosters open communication with principals.

*[sic] is used to show how something appeared in writing or speaking originally to preserve authenticity from the original.

DISTRICT-SCHOOL PARTNERSHIP

- Three themes:
- Community Representation
 - Student and Family Access to Resources
 - District-School Collaboration

Thematic Findings and Analysis

Community Representation

77% of staff, 71% of teachers and 60% of principals agreed that faculty and staff are representative of the community. As the number of BIPOC students has increased, the number of BIPOC staff has remained relatively flat (Figure #9). The effects of teachers of color on students of color is incredibly relevant here. Gershenson et al, (2018) write, “Black students randomly assigned to at least one Black teacher in grades K-3 are 9 percentage points (13%) more likely to graduate from high school and 6 percentage points (19%) more likely to enroll in college than their same-school, same-race peers.” The importance of having teachers of color in elementary schools serving students of color is extrapolated from this and similar studies. There is a clear need to strengthen strategy and resources for diversifying staffing to more closely represent the communities served by the district.

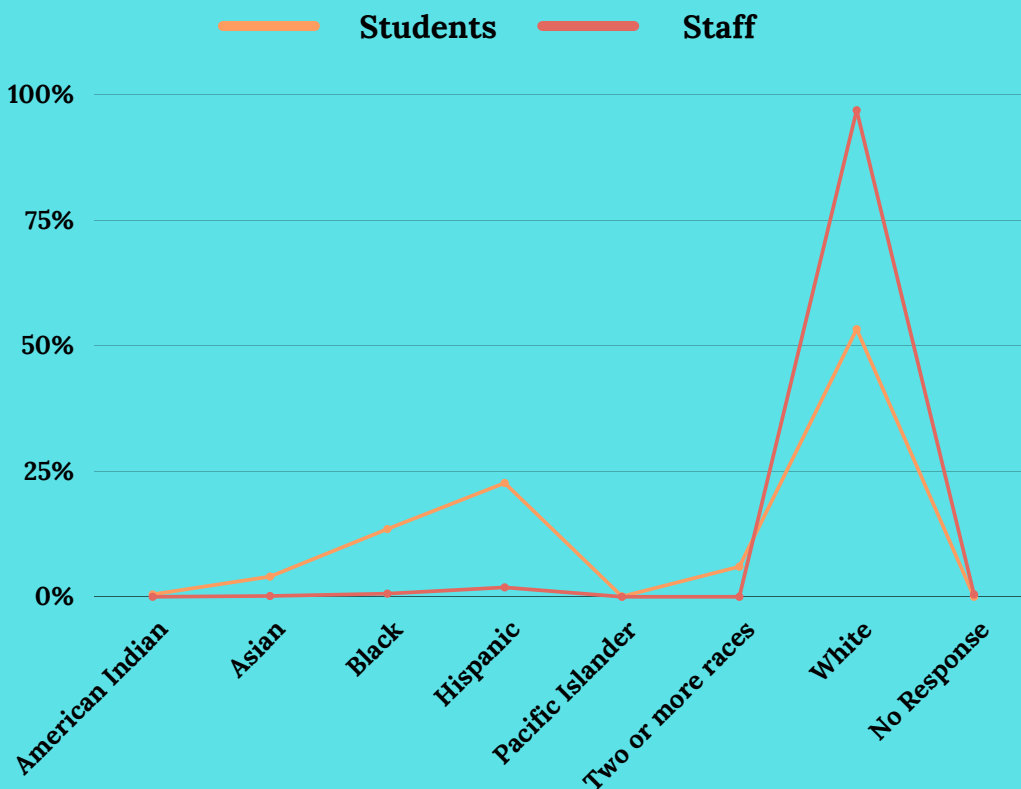


Figure #9*: Graph shows a clear disparity between the number of students of color to the number of staff who identify as Black, Indigenous or People of Color.

*This information is based on data received from the district Data Management Assistant from the 2019-20 school year.

DOMAIN FOUR

DISTRICT-SCHOOL PARTNERSHIP

Three themes:

- Community Representation
- Student and Family Access to Resources
- District-School Collaboration

Student and Family Access to Resources

Regarding student and family access to resources, the community surfaced relevant recommendations related to equity. **“I would like to see Special Ed rooms have the same materials that the general education classrooms do” (Staff Focus Group).** Access to equitable learning opportunities for students who learn differently is a paramount piece of equity work. All students should have access to multiple ways of demonstrating knowledge, participating in hands-on activities, and engaging with peers. Most families were not sure of how to access specific services such as English language testing and support, counseling, and 504 and Special Education screening and services. By involving all stakeholders in reframing how equity work is viewed and valued in North Providence, families will have a better understanding of how to access the resources necessary for their children to learn best. Universal communication to families about how to access these services would be of great benefit. This requires a commitment from the district that, as more families know how to access resources, diverse family advocacy for access and equity is welcomed and valued.

When accessing school and school events, only 54% of responding family members agreed that financial assistance is available to make sure all students have access to school-related activities. 13% of multiracial and 15% of Latino and Hispanic family members disagreed with this statement. 41% of all respondents chose *I Don't Know*, signaling a clear need for more communication. As noted in Domain 3 (on page 36), clearer expectations for monetary contributions by students and families is needed. Regarding availability of transportation assistance, 36% of respondents were in agreement. More than half of all respondents chose *I Don't Know*, signaling a need for more communication regarding how often and for whom transportation assistance is available. By having an accessible website, the district could foster better communication with all stakeholders regarding areas of access.

DOMAIN FOUR

DISTRICT-SCHOOL PARTNERSHIP

Three themes:

- Community Representation
- Student and Family Access to Resources
- District-School Collaboration

District-School Collaboration

100% of principals agreed communication between the district and school was strong and the district fosters communication among principals. This shows a high-level of trust between the elementary schools and the district, a necessary beginning for strong vertical alignment through the district when it comes to equity work. Principals cited the need for continued advocacy from the district to the state regarding staffing, budgeting, and resources.

By defining and codifying a clear strategic plan, the district will have the buy-in needed to continue strong advocacy at the state-level and to lead by example in Rhode Island's elementary schools.

"MORE ESL TEACHERS, MORE RESOURCE TEACHERS, THAT ALL GOT PUT ON HOLD BECAUSE THE BUDGET IS PUT ON HOLD AT THE STATE LEVEL, SO WE DON'T KNOW WHAT WE GOT YET."

- PRINCIPAL FOCUS GROUP

DOMAIN FOUR

RECOMMENDATIONS

DISTRICT AND SCHOOL PARTNERSHIP

Three themes:

- Community Representation
- Student and Family Access to Resources
- District-School Collaboration

Form a committee expressly dedicated to district-wide diversity, equity, inclusion and advocacy

- Enlist the school committee in codifying and prioritizing equity work through all schools.
- Professional development should be explicitly applicable to all.
- Use district-wide committees to drive equity work vertically through the district beginning in elementary school and ending in high school.

Share information about legislation with teachers and community member

- Create stakeholder buy-in by sharing new information with teachers and community members as it relates to the state of education locally and nationally.
- All materials shared with the community should be available in English and Spanish.

Sign up for the Equity Institute's and RI Kids Count's newsletters

- Forward relevant information to district stakeholders.
- Encourage and incentive involvement with educational nonprofits that support the equity work in North Providence.

Revisit RCEA recommendations in 12-15 months

- Evaluate progress towards goals.
- Assess areas of improvement and areas that are still growing.
- Expand district and school-based partnerships to deepen and enhance equity work.

Reorganize and re-envision existing committees to ensure diverse representation from the community

- Use data on demographics of members to drive change.
- Gather perspectives from around the community to foster creative thinking.
- Create a process grounded in diversity, equity, and inclusion to select new members.



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Survey Questions by Stakeholder Group per Domain

Domain	Teachers	PC	Principals	Families	Students	All
Domain 1	32	27	36	18	14	127
Domain 2	17	**	13	4	15	49
Domain 3	14	15	22	11	3	65
Domain 4	1	2	9	10	**	22
Total	64	44	80	43	32	262

*Professional Community were not included in Domain 2

*Students were not included in Domain 4

Domain & Theme	Teacher Survey
1: ABAR	I feel equipped to respond to race-related incidents in the classroom, school and work environment.
1: ABAR	I reflect on the biases I bring to my work.
3: Policies and Processes	There is a gender safe school policy.
1: Belonging	My gender identity is welcome and respected at school.
1: Belonging	My racial and ethnic identity is welcome and respected at school.
1: Belonging	I can show up at school as my full self.
1: ABAR	I feel equipped to support the multi-language learners in my classroom.
2: Responsive Pedagogy	I collaborate with multi-language learner specialists to support student learning.
1: ABAR	I speak more than one language.
1: ABAR	I feel equipped to support gender non-conforming students.
1: ABAR	I feel equipped to support students with a racial background that is different than my own.
3: Policies and Processes	There is an effective process for teachers to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for parents to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for students to raise concerns if something feels unfair.
3: Policies and Processes	Attendance policies in my school are clear, fair and consistent for all students.
3: Policies and Processes	Disciplinary policies are clear, fair and consistent for all students.
1: Belonging	The school is committed to being a supportive and equitable school environment.
1: Belonging	The school is committed to being an anti-racist environment.
1: Belonging	I would recommend working at this school to a colleague.
Open Response	If there is anything else you'd like to add about your experience at the North Providence School Department, use the space below to do so.

Appendix A: Survey Questions

Domain & Theme	Teacher Survey
1: Safety	I was asked to contribute to the school's reopening plans for the Fall of 2020.
1: Safety	The school's reopening plan was clearly communicated.
1: Safety	There were resources for social and emotional support in place for everyone upon return.
1: Safety	I feel safe returning to school.
3: Educator Learning and Development	There is a clear, equitable process for accessing professional development opportunities.
3: Educator Learning and Development	I get the support I need to grow and thrive as a teacher.
2: Responsive Pedagogy	I have participated in training on culturally responsive teaching.
1: ABAR	I have participated in training around bullying, bias and discrimination.
3: Educator Learning and Development	There are opportunities for staff and teacher-led PD.
1: Belonging	The school is intellectually and emotionally safe for students.
1: Belonging	The school works hard to establish trust with students of all social identities.
2: Classroom Cultural Representation	My classroom learning environment represents the cultures and lives of my students.
2: Curriculum Cultural Representation	The curriculum materials in my class reflect the cultures and lives of my students.
2: Responsive Pedagogy	I create opportunities for student-led discussions.
2: Responsive Pedagogy	I use surveys or interviews to learn about students' lives, interests, and/or learning styles.
2: Responsive Pedagogy	I spend time outside of class learning about the cultures and languages of my students.
2: Responsive Pedagogy	My curriculum incorporates local, national and world events relevant to my students.
2: Responsive Pedagogy	I ask for and learn from student input when planning lessons and activities.
2: Responsive Pedagogy	I use rubrics and progress reports to provide students with actionable learning guidance.
3: Student Leadership	Students have opportunities to serve and grow as leaders at school.
2: Curriculum Cultural Representation	The curriculum is culturally relevant for students.
2: Responsive Pedagogy	Students get frequent feedback to support their learning.
1: Belonging	The school has high standards in place for all students.
2: Responsive Pedagogy	I integrate conversations about race and culture in lessons and class discussions.
2: Responsive Pedagogy	I integrate learning and practicing social emotional skills like mindfulness, empathy, gratitude, etc. into my classroom and curriculum.
2: Responsive Pedagogy	I use asset-based language when talking with and about students.
3: Data-informed	As a school, we use data to inform our decision-making.
3: School-Family Partnership	The school listens to parents and values their input and perspectives.
3: School-Family Partnership	The school builds strong partnerships with families.
4: Community Representation	Faculty and staff are representative of the community.
3: Educator Learning and Development	The performance evaluation process supports my growth in my role.
1: Safety	Students feel safe at school.
1: Belonging	Students of all backgrounds feel like they belong at school.
1: Safety	I feel safe at school.
1: Belonging	Parents/guardians have a voice in school planning and decision-making.
2: Responsive Pedagogy	Students have a voice in planning and decision-making.
1: Belonging	I feel a strong sense of belonging at school.
1: Belonging	Students feel valued at school as their full selves.
1: Belonging	Students feel valued at school for their racial and ethnic identity.
1: Belonging	Students feel valued at school for their gender identity.
1: Belonging	People at my school treat each with respect.
2: Responsive Pedagogy	I take time to get to know students' families and backgrounds.
1: ABAR	I consider how my own cultural influences affect my communication, expectations, and ways of working.
1: ABAR	I feel equipped to engage in conversations with colleagues about race and differences.
1: ABAR	I can identify race-related incidents in my class, school or work environment.

Appendix A: Survey Questions

Domain & Theme	Professional Community (Non-teaching Staff) Survey
1: Safety	I was asked to contribute to the school's reopening plans for the Fall of 2020.
1: Safety	The school's reopening plan was clearly communicated.
4: Resources	There were resources for social and emotional support in place for everyone upon return.
1: Safety	I feel safe returning to school.
3: Educator Learning and Development	There is a clear and equitable process for professional development opportunities.
3: Educator Learning and Development	There are opportunities for staff-led professional development.
3: Educator Learning and Development	I get the support I need to grow and thrive in my role.
3: Educator Learning and Development	The performance evaluation process supports my growth in my role.
1: ABAR	I have participated in training on how to be culturally responsive in my role.
1: ABAR	I have participated in training around bullying, bias and discrimination.
3: Data-informed	As a school, we use data to inform our decision-making.
3: School-Family Partnership	The school builds strong partnerships with families.
1: Belonging	The school listens to parents and values their input and perspectives.
3: School-Family Partnership	Parents/guardians have a voice in school planning and decision-making.
1: Belonging	The school works hard to establish trust with students of all backgrounds and social identities.
1: Belonging	The school is intellectually and emotionally safe for students.
1: Safety	Students feel safe at school.
1: Belonging	Students of all backgrounds feel like they belong at school.
1: Belonging	Students feel valued at school as their full selves.
1: Belonging	Students feel valued at school for their racial and ethnic identity.
1: Belonging	Students feel valued at school for their gender identity.
3: Student Leadership	Students have a voice in planning and decision-making.
3: School-Family Partnership	I take time to get to know students' families and backgrounds.
3: Policies and Processes	There is an effective process for staff to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for parents to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for students to raise concerns if something feels unfair.
3: Policies and Processes	Attendance policies in my school are clear, fair and consistent for all students.
3: Policies and Processes	Disciplinary policies are clear, fair and consistent for all students.
4: Community Representation	Faculty and staff are representative of the community.
1: Safety	I feel safe at school.
1: Belonging	I feel a strong sense of belonging at school.
1: Belonging	My gender identity is welcome and respected at school.
1: Belonging	My racial and ethnic identity is welcome and respected at school.
1: Belonging	I can show up at school as my full self.
1: ABAR	I consider how my own cultural influences affect my communication, expectations, and ways of working.
1: ABAR	I reflect on the biases I bring to my work.
1: ABAR	I feel equipped to talk with colleagues about race and differences.
1: ABAR	I notice race-related incidents at school.
1: ABAR	I feel equipped to respond to race-related incidents at school.
3: Policies and Processes	There is a gender safe school policy.
1: Belonging	The school is committed to being a supportive and equitable school environment.
1: Belonging	The school is committed to being an anti-racist environment.
1: Belonging	People at my school treat each with respect.
1: Belonging	I would recommend working at this school to a colleague.
Open Response	If there is anything else you'd like to add about your experience at the North Providence School Department, use the space below to do so.

Appendix A: Survey Questions

Domain and Theme	Principal Survey
1: Belonging	The school environment is intellectually and emotionally safe for all students.
2: Curriculum Cultural Representation	The curriculum supports students to seek and consider different perspectives and experiences.
4: Student and Family Access to Resources	Students' school technology needs are well-met.
2: Responsive Pedagogy	Multiple perspectives are valued and taught in the classroom.
2: Curriculum Cultural Representation	The curriculum is reflective of students' and families' cultures and communities.
1: Belonging	Staff recognize and value the cultures represented by the students in their classroom.
1: ABAR	Staff recognize and consider their own cultural influences and how they affect their communication, expectations, and ways of working.
1: Safety	School leaders had a voice in the reopening plan.
1: Safety	The school is safe.
1: Safety	I feel safe returning to school.
1: Safety	Staff feel safe returning to school.
1: ABAR	I can recognize which faculty and staff apply anti bias and discrimination training.
1: ABAR	Staff have the knowledge they need to notice and respond to race or racism related issues or incidents.
1: ABAR	Staff have the knowledge they need about the interplay between culture, social identity, and learning.
1: ABAR	Staff have the knowledge they need to create effective learning partnerships with students and families across racial and other kinds of difference.
2: Responsive Pedagogy	Teachers differentiate for students based on their individual needs.
3: Educator Learning and Development	Staff get the training and support they need to grow and thrive in their roles.
3: Educator Learning and Development	Teachers get the training and support they need to be effective with all students.
2: Responsive Pedagogy	Students learn to track and guide their own learning.
2: Responsive Pedagogy	Teachers are involved in creating and evolving the curriculum.
2: Responsive Pedagogy	Students are assessed regularly for academic progress.
2: Responsive Pedagogy	Teachers regularly review student data to identify strengths and areas of growth.
2: Responsive Pedagogy	The student learning data available are relevant and actionable for teachers and learners.
1: Belonging	Teachers hold high standards for all students.
2: Responsive Pedagogy	Academic tracks and groupings are flexible rather than fixed through the year(s).
3: Data-informed	As a school, we regularly use data to inform our decision-making.
1: ABAR	Staff have what they need to recognize and respond to bullying and harassment.
1: ABAR	I feel equipped to talk about race and racism at school.
1: ABAR	I feel equipped to lead conversations about race and racism at school.
1: ABAR	I feel equipped to lead responses to race-related incidents or issues at school.
1: ABAR	I feel equipped to support staff with a racial identity that is different than my own.
1: ABAR	Staff are equipped to talk with colleagues about race and differences.
1: ABAR	Staff notice race-related incidents or issues at school when they occur.
1: ABAR	Staff are equipped to respond to race-related incidents or issues at school.
1: ABAR	I feel equipped to discuss race-related aspects of school data.
3: Data-informed	As a school, we use subgroup data to identify access and opportunity gaps.
2: Responsive Pedagogy	The school effectively supports multilingual students' learning and school success.
3: School-Family Partnership	Parents and families have a voice in the school.
3: School-Family Partnership	The school creates efforts to build partnerships with families.
3: School-Family Partnership	Teachers engage parents/guardians as partners to support learning.
1: Belonging	Teachers communicate with family members regularly.
1: Belonging	The interactions between staff, teachers, families, and students convey respect.
4: Community Representation	The parent group at our school is representative of our school community.

Appendix A: Survey Questions

Domain and Theme	Principal Survey
1: Belonging	Parents and family members of all racial and ethnic backgrounds feel safe to express their ideas and feelings.
1: Belonging	Students of all racial and ethnic backgrounds feel safe to express their ideas and feelings.
1: Belonging	Staff members of all racial and ethnic backgrounds feel safe to express their ideas and feelings.
4: Community Representation	Faculty and staff are representative of the school community.
3: Policies and Processes	Hiring interviews focus on candidates' experience, skills and strengths in working with diverse groups of people.
3: Policies and Processes	Hiring interviews focus on candidates' commitment to equity.
3: Policies and Processes	We take action to hire and retain exceptional teachers of color.
1: Safety	Students feel safe at school.
1: Belonging	Students feel valued at school as their full selves.
1: Belonging	Students feel valued at school for their racial and ethnic identity.
1: Belonging	Students feel valued at school for their gender identity.
1: Belonging	Students of all backgrounds feel like they belong at school.
3: Student Leadership	There are leadership development opportunities for all students.
3: Student Leadership	Students have a voice in the school and in their classrooms.
1: Belonging	Parents of all backgrounds feel like they belong at school.
1: Belonging	I feel a strong sense of belonging at school.
4. Resources	Students have access to mental health and other social-emotional support.
1: Belonging	Faculty and staff feel included, valued and supported.
3: Policies and Processes	There is a clear and accessible process for me to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for teachers to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for parents to raise concerns if something feels unfair.
3: Policies and Processes	There is an effective process for students to raise concerns if something feels unfair.
3: Policies and Processes	There is a clear process for reporting racism and other forms of bias or harassment.
3: Policies and Processes	Attendance policies are clear, fair and consistent for all students.
3: Policies and Processes	Disciplinary policies are clear, fair and consistent for all students.
3: Policies and Processes	The classroom placement process is transparent and well communicated.
3: Policies and Processes	Our staff policies and practices are fair and consistent for all.
3: Policies and Processes	Materials and notices are available in multiple languages and media.
2: Classroom Cultural Representation	Classroom learning environments represent the cultures and lives of our students.
2: Curriculum Cultural Representation	Curriculum materials reflect the cultures and lives of our students.
1: ABAR	Teachers are equipped to support gender non-conforming students.
1: ABAR	Teachers are equipped to support students with racial backgrounds different from their own.
4: District-School Collaboration	District-school communication is strong.
4: District-School Collaboration	The district fosters collaboration among principals.
4: District-School Collaboration	The district uses up-to-date data to inform best practices.
4: District-School Collaboration	The district and the state communicate clearly.
4: District-School Collaboration	The district is effectively involved in the school strategic planning process.
Open Response	If there is anything else you'd like to add about your experience at the North Providence School Department, use the space below to do so.

Appendix A: Survey Questions

Domain & Theme	Family Survey
1: Safety	During the closure, the school supported my child's technology needs.
1: Safety	I was asked to give my thoughts about the school's reopening plans for the Fall of 2020.
1: Safety	I feel ready for my child to return to school.
1: Safety	The school's reopening plan was clearly communicated.
2: Responsive Pedagogy	My child's classroom makes them feel smart and comfortable.
2: Responsive Pedagogy	My child's teacher makes an effort to get to know me and my child.
2: Responsive Pedagogy	My child's teacher makes an effort to learn about my culture.
3: Student Leadership	My child gets to serve and develop as a leader at school.
3: Student Leadership	The school asks for and values students' thoughts, ideas and opinions.
1: Belonging	The school is welcoming and inviting for parents.
3: School-Family Partnership	The school asks for and values my ideas and perspectives.
3: School-Family Partnership	The school asks me to be involved.
1: Safety	I feel welcome to participate in the parent and families leadership group at my child's school (ex. parent committee).
1: Safety	My child is physically safe in school.
1: Belonging	My child feels like they belong at school.
1: Belonging	My child feels respected for their full identity at school.
1: Belonging	My child feels respected for their racial and ethnic identity at school.
1: Belonging	My child feels respected for their gender identity at school.
1: Belonging	I feel like I belong at school.
1: Belonging	My child is socially and emotionally well cared for at school.
1: Belonging	The school is committed to being a respectful, supportive and equitable school environment.
1: Belonging	The school is committed to being an anti-racist environment.
2: Curriculum Cultural Representation	Our family's culture is represented in my student's school work.
1: ABAR	I feel comfortable talking about race and racism with the school.
1: Belonging	The school sees and appreciates my child's strengths.
1: Belonging	The interactions between staff, teachers, families, and students convey respect.
3: Policies and Processes	There is an effective process for me to raise concerns if something feels unfair or biased.
3: Policies and Processes	There is an effective process for my child to raise concerns if something feels unfair or biased.
3: Policies and Processes	Attendance policies in my child's school are clear, fair and consistent for all students.
3: Policies and Processes	School behavior policies are clear, fair and consistent for all students.
3: Policies and Processes	I know how to find school and district policies.
3: Policies and Processes	I understand all school and district policies.
4: Resources	Financial assistance is available to make sure all students have access to school activities.
4: Resources	Transportation assistance is available to make sure all students have access to extra-curricular activities.
4: Resources	I know how to get my child the support and services they need at school. <ul style="list-style-type: none"> - English Language Learning Services - Language Services: ACCESS Testing - Special Education: 504 Plans - Special Education: Individualized Education Program (IEP) - Child Outreach Screening - Counseling Services - Tutoring - None of the above
Open Response	If there is anything else you'd like to add about your experience with the North Providence School Department, use the space below to do so.

Appendix A: Survey Questions

Domain & Theme	Student (3-5) Survey
1: Belonging	I like school.
1: Safety	We are doing well as a class with in-person/online learning.
1: Safety	I felt safe about coming back to school this year.
1: Belonging	What I learn in school is interesting to me.
1: Safety	We get to work with other students in class.
2: Responsive Pedagogy	I get to explain my thinking in class.
2: Responsive Pedagogy	My teacher checks to make sure we understand what they are teaching us.
2: Responsive Pedagogy	In class, we learn to correct our mistakes.
2: Responsive Pedagogy	The teacher gives us good information to help us do better.
1: Belonging	What we learn in school is helpful in real life.
2: Responsive Pedagogy	My teacher takes time to talk with me.
2: Responsive Pedagogy	My teacher cares about my feelings and ideas.
2: Responsive Pedagogy	My teacher is fair with all students.
2: Responsive Pedagogy	My teacher believes in me.
2: Responsive Pedagogy	My teacher expects students to try our best.
2: Responsive Pedagogy	If I need help, my teacher helps me.
2: Responsive Pedagogy	I trust all my teachers.
2: Responsive Pedagogy	We all get to share our ideas in class.
1: Belonging	I feel safe talking in class and sharing my ideas.
1: Belonging	I feel comfortable being myself at school.
2: Curriculum Cultural Representation	In class we learn about different places, peoples, and cultures.
2: Responsive Pedagogy	In class we talk about things happening in the world.
3: Student Leadership	I get to be a leader in my class.
1: Belonging	I feel comfortable speaking the language I first learned (native language) when I am in school.
1: Belonging	The school rules are fair for all students.
2: Responsive Pedagogy	If something is unfair, I know my teacher will listen to me and help me.
1: Belonging	People of all skin colors and languages are welcomed and respected at my school.
1: Belonging	I feel respected in class for my race and culture.
1: Belonging	Students treat each other kindly and with respect.
3: School-Family Partnership	My teacher knows and respects my family.
1: Belonging	I am happy in my school.
Open Response	If there is anything else you would like to say about your teachers, your friends or your school, please add it here.

Adult Protocol

Welcome, and thank you for participating in this focus group today! My name is _____ and I'm here with today from the Equity Institute. I'll be our facilitator today, along with my colleague _____.

The Equity Institute is a nonprofit that develops and implements innovative solutions for building more diverse, equitable, and inclusive learning and professional environments. We are honored to be a partner with the North Providence School Department to build and support schools in which all students succeed and to thrive.

Your observations and perspectives are the most valuable resources for noticing and building on what is working well, and for identifying and prioritizing areas to improve.

This focus group is intended as a respectful, open, listening space to hear your questions, ideas, and opinions. There is no pressure here to say things perfectly, to remember to say everything that matters, or to reach agreement on the topics we discuss. What is most important today is to share your thoughts honestly, so that the district's work is guided by what you truly see, feel and think.

We are hosting focus groups with many stakeholder groups – parents, teachers, school staff, school leaders, and students – so that all types of voices are heard. We are also surveying all stakeholder groups as another way to gather input. Surveys were sent earlier this month, if you haven't completed it, we'd appreciate it if you could. If you need the link again, we will gladly send it to you.

Consent

This focus group is being recorded to ensure we don't miss anything you shared. The Equity Institute will transcribe the recording and will keep both the recording and the transcription confidential and secure. We will not reveal the identities of any individuals in any use of quotes from the focus group. We're going to go around now and make sure you each give consent for the focus group being recorded, and for us to utilize quotes from this focus group anonymously.

Now let's take a moment to briefly introduce ourselves. Please share your name and your school. Since we are meeting virtually, I will call on each person to speak.

- In 3-5 words, can you describe what your experience has been like for your child to return to school this year, whether virtual or in-person.

Instructions

We are now ready for our dialogue! We are going to ask a set of guiding questions. For each question, we'll first make sure the language is clear and address anything confusing. Then we will take 15 seconds of "think time" before we start talking. We will then ask you to raise your hand to speak. You are invited to share your ideas as well as to build on or respond to other people's ideas. We will make sure everyone has a chance to speak before moving to the next question.

Closing

Thank you so much for participating today. We are very grateful that you took the time and energy to share your thoughts and feelings in the service of improving our schools. I know I am leaving very inspired and having learned so much more about what is working well and how schools can continue to grow. Please remember to maintain confidentiality of your fellow participants by not disclosing their names or specific things they shared.

Adult Questions

Staff Focus Groups

1. Describe the disciplinary policies in place for all students.
2. Describe how you integrate conversations about race and culture in lessons and class discussions.
 - a. How do you feel talking about recent protests and Black Lives Matter?
3. Can you talk about your Professional Development experiences?
 - a. Have you participated in training on culturally responsive teaching?
 - b. How does professional development help you grow as a teacher?
 - c. Are there opportunities for staff and teacher-led PD?
 - d. Is there a clear and equitable process for professional development opportunities?
4. How does your culture affect your communication, expectations, and work?
5. How does the school build strong partnerships with families?
6. Describe how you are evaluated as a professional.
 - a. How do you give and receive feedback on your teaching practice?
7. How do you reflect on the biases you bring to your work? Provide examples.
8. How do you bring your full self to work each day?

Principal Focus Groups

1. How would you describe the school community?
2. How would you describe what it means to be a culturally responsive educator?
3. The reopening plan included culturally-responsive learning for our students.
4. How do professional development plans include equity, inclusion, antiracism and culturally responsive practices?
5. Describe how is data collected systematically from parents, students and the larger community that informs school practices and policies?
6. Describe how race, gender and class identities impact learning and social emotional development.
7. Describe how you hire and work to retain high-quality BIPOC teachers?
8. How is the school environment socially and intellectually safe for students?
9. Describe how all community members work toward building a respectful, supportive and equitable school environment?
10. Can you talk about your performance review and evaluation process for teachers?
 - a. Does anyone provide clear plans for improvement and support? If so, explain.
 - b. How do you assess teachers for culturally responsive teaching practices?
11. How do you support teacher collaboration?
12. What do you think the school does well in terms of making students feel seen and heard and removing barriers?
13. How do you support teachers' instructional needs?

Family Focus Groups

1. How are you feeling about your child returning to school?
2. Describe how the school's reopening plan was communicated.
3. Describe what happens if you want to raise concerns if something feels unfair or biased.
4. How do behavior policies affect all students?
5. Describe how your family culture is represented in the curriculum.
6. Describe your interactions with the school community.
7. Describe how the school asks for students' thoughts, ideas and opinions.
 - a. How does your child's classroom make them feel?
 - b. How do you feel your child is cared for at school?
8. How do you feel talking about race and racism with the school? Provide examples.

Student Protocol

Welcome, and thank you for participating in this focus group today! My name is ___*insert your last name here*___ and I'm from the Equity Institute and I'll be our facilitator today.

The Equity Institute is an organization that helps schools be the best they can be and we are happy to be here with you today. We are excited to hear from your experiences and what you see in your school. You can say anything you want and we will not tell your teachers or principals what you say. We just want you to tell us about your experience and feel safe.

We want to hear from each of you. We will ask a question and we will give 5 seconds of "think time." We will give everybody a minute to think. If you think you are talking too much, wait a second and let your friends talk. If you are not talking enough, feel free to speak up. We want to hear about your thoughts and ideas.

We will all treat each other kindly, we will all participate and we will wait for our turn to speak. After I ask each question, we will all think for a few seconds and then we will raise our hands when we have something to say. I will call out your name and you will speak. Now, let's begin!

To start off, please say your name, your grade and how did you feel coming back to school this year.

Students K-5 Questions

1. What do you like about school?
 - a. What are your favorite things about school?
2. What don't you like about school? What could be changed to be better?
3. How do people treat each other at school? For example, people might treat each other with respect or sometimes people might be less friendly.
4. How do you feel talking in class and sharing your ideas?
 - a. How about all students?
5. Do students get to be leaders in school? This might be having a classroom job, group leader, leading discussions, or other things.
6. Describe your school and classroom rules. How fair do you think the rules are?
 - a. Prompting Qs, if not answered before: Are the rules fair for all students? Do you notice all students being treated the same, or do you notice any ways that some students are treated differently?

Closing question: If there was one thing you could tell your principal about your school experience, what would it be?