



March 24, 2021

Diversity in the Guilderland Central School District

Equity and Diversity Sub-Committee Report

A Brief Review of E&D Committee Origins and Purpose

- ❖ October 2020: Board Establishes standing committee to focus on issues of equity and diversity in the district; seeks volunteers to serve
- ❖ Over 70 individuals (students, teachers, parents, community members) submit letters of interest
- ❖ Board selects 20 individuals and commits to extend invitation to others to serve on subcommittees once established
- ❖ December 2020: Committee meets for first time; reviews charge to the committee, decides on three member steering committee, rather than chair/co-chair model



A Brief Review of E&D Committee Origins and Purpose

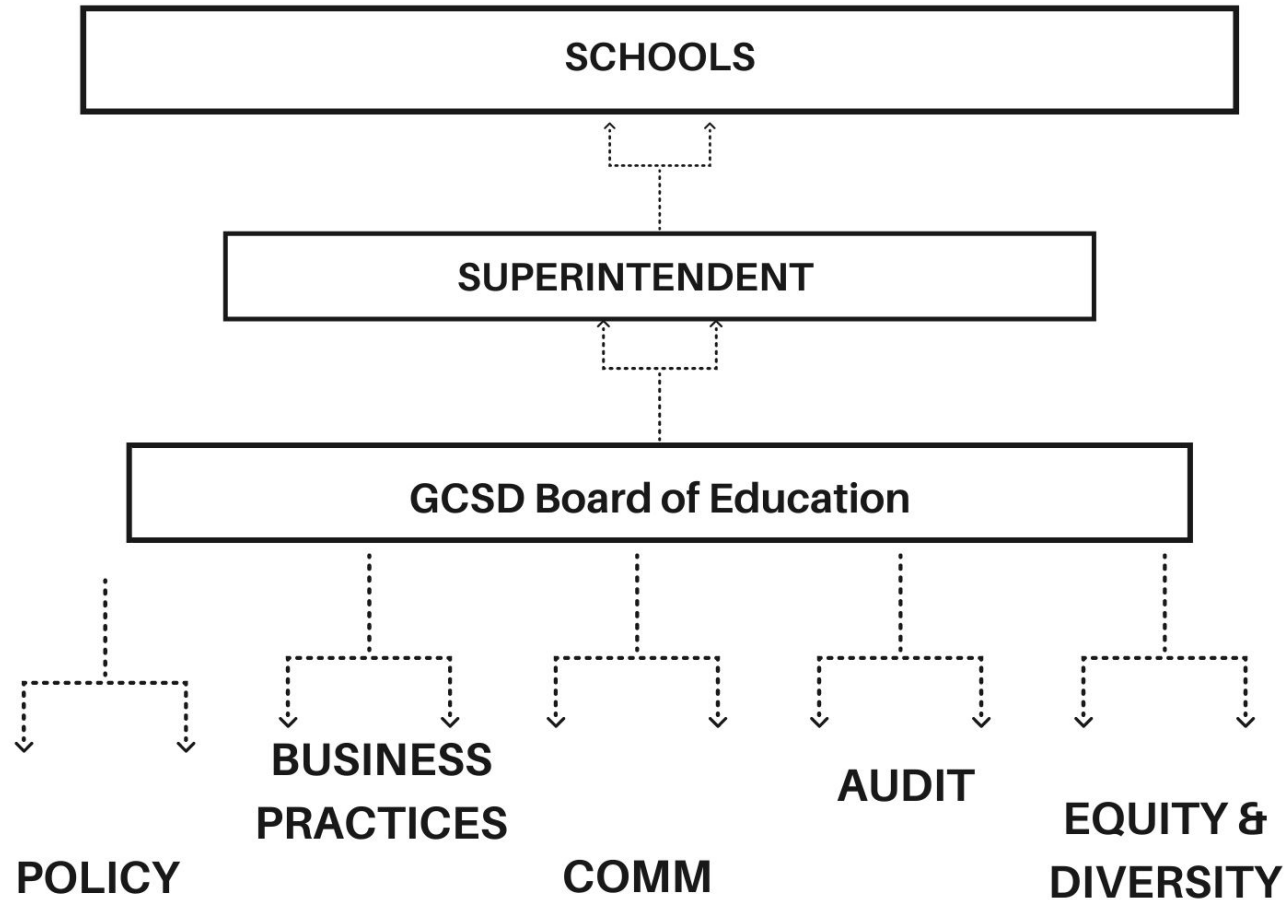
- ❖ Committee establishes four working subcommittees:
 - Communication
 - Community Engagement
 - Research
 - Equity Audit
- ❖ Subcommittees have met twice, once to organize themselves, and once to plan initial work
- ❖ Subcommittees to report on progress and potential timeline for work this evening

Role of E&D Committee

- ❖ Charge: To provide direction, support, and oversight for the district's work to become more diverse, equitable, inclusive and anti-racist in its policies, practices and programs
- ❖ Committee will engage in a variety of activities to do research, gather information and data, engage the community and communicate about its work
- ❖ Committee will make recommendations to the Board of Education for decisions about policy, curriculum, etc.

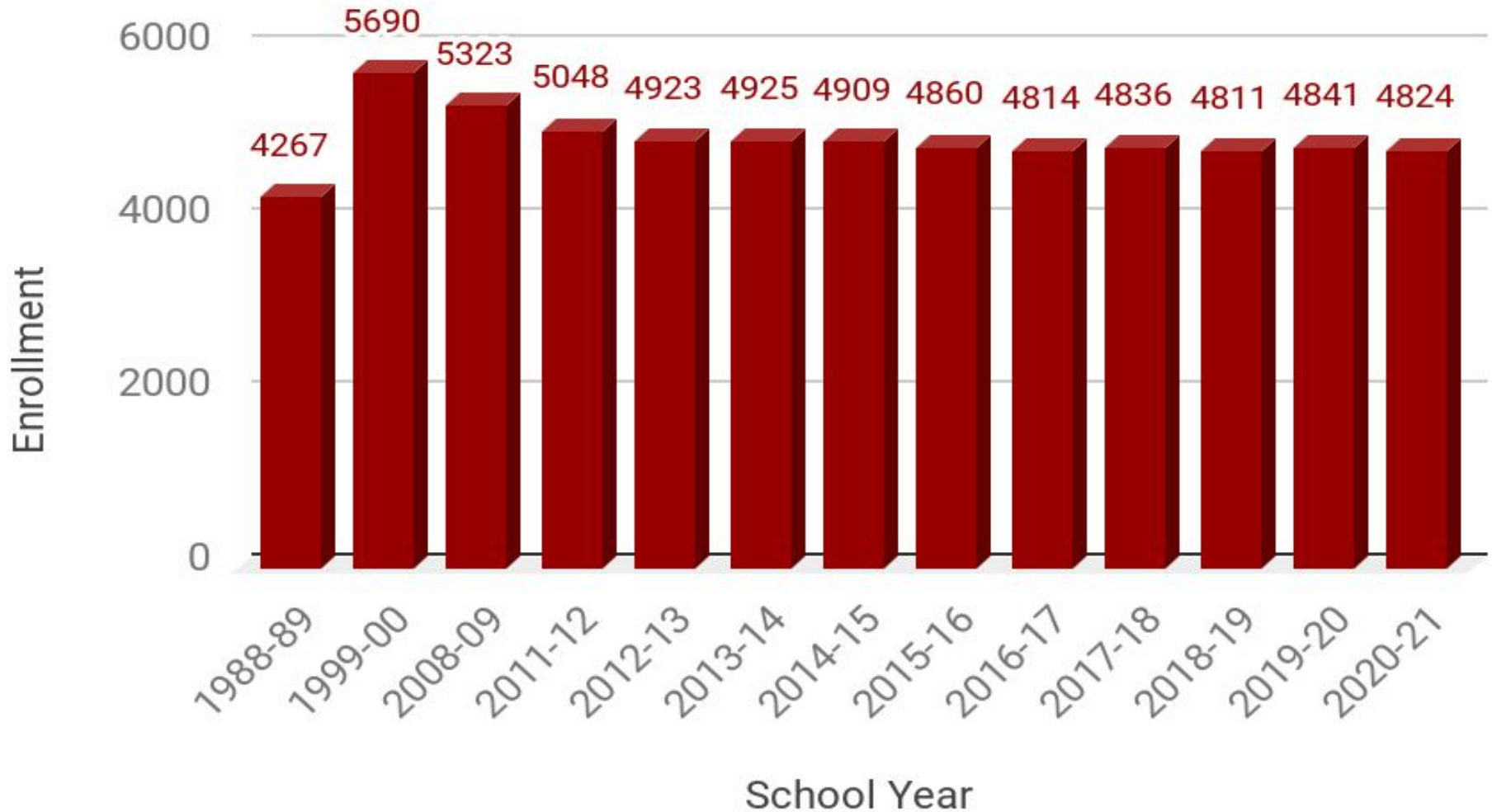


Organization

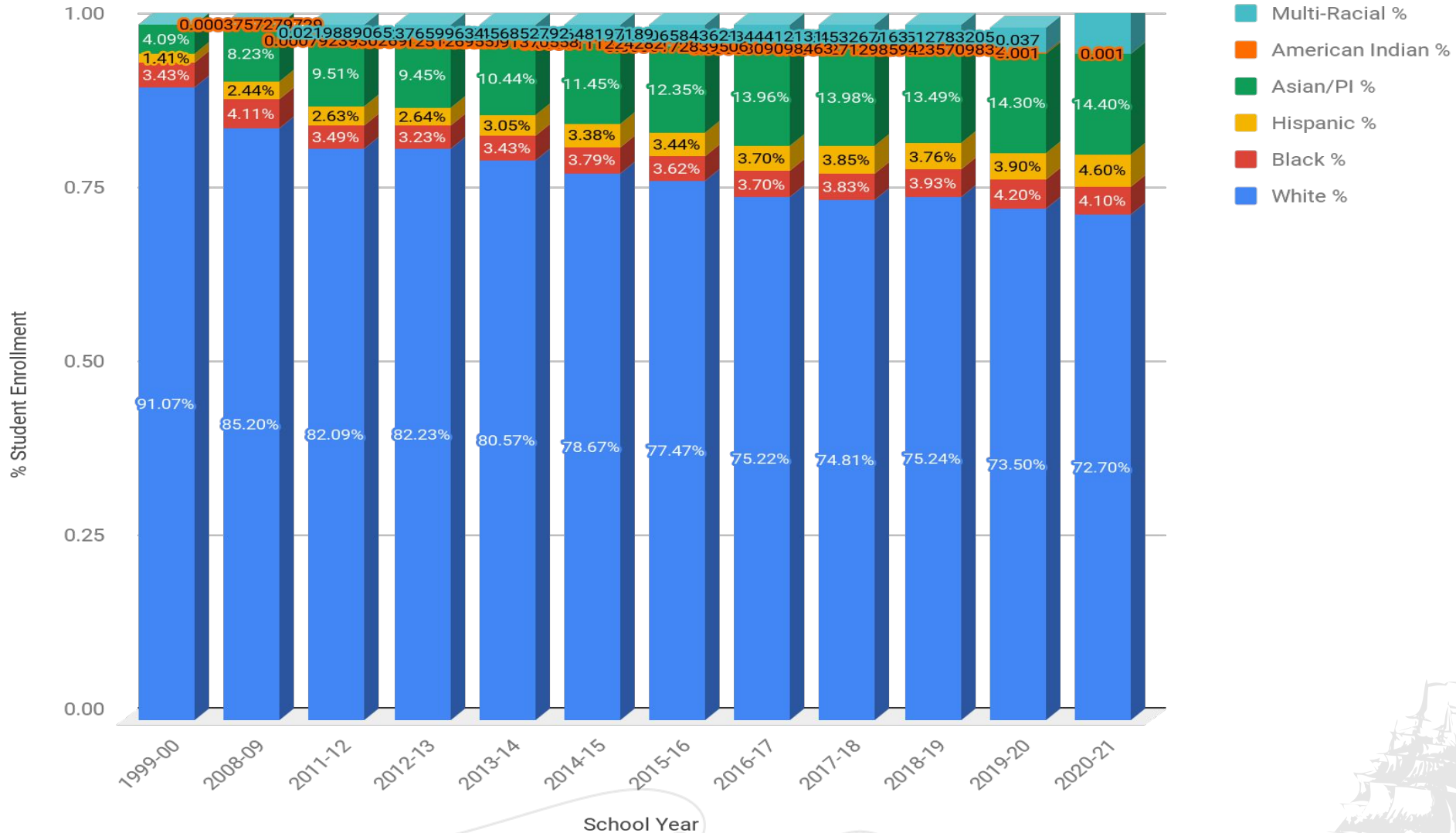


The Guilderland School Community

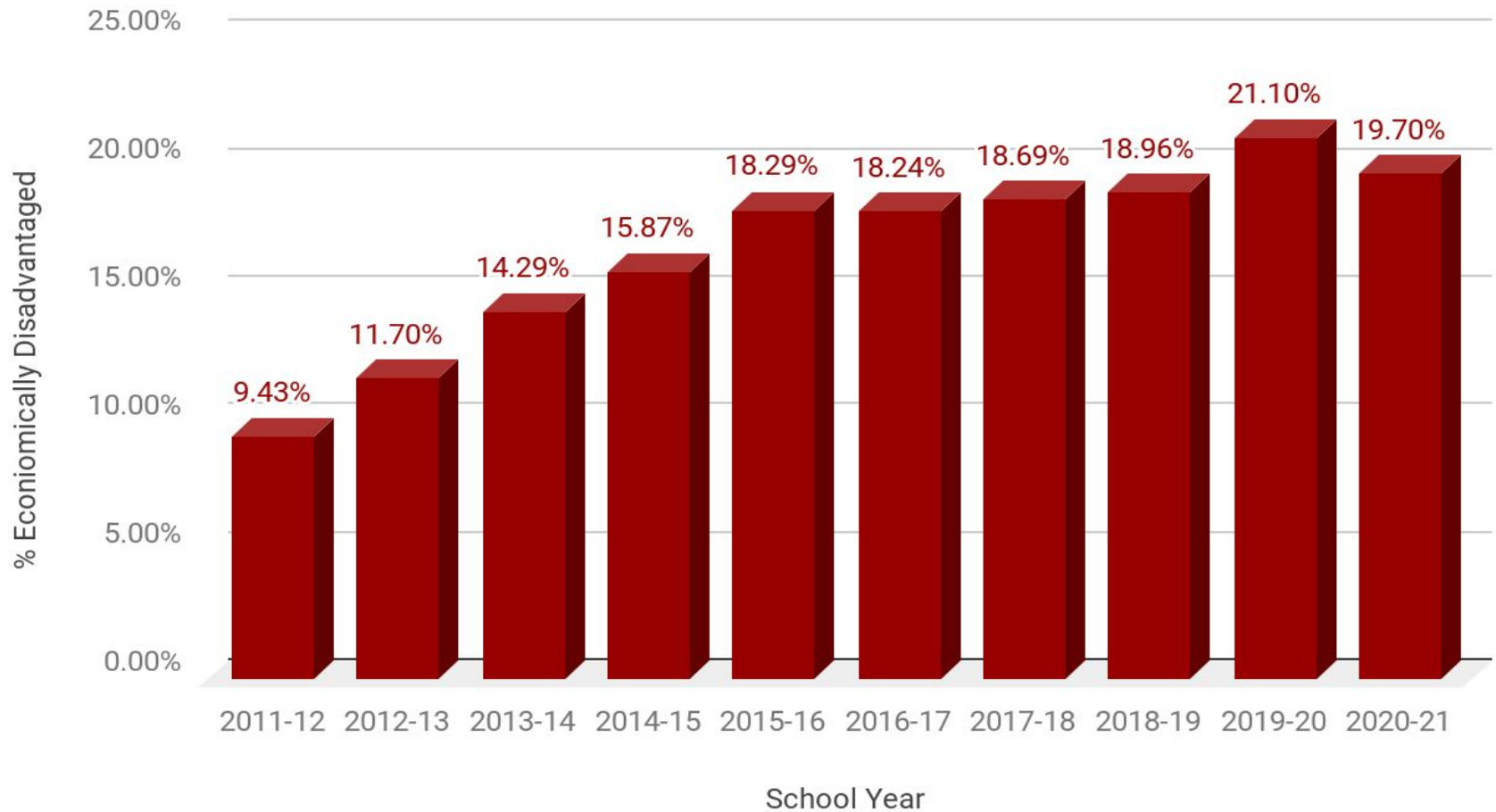
Overall Student Enrollment



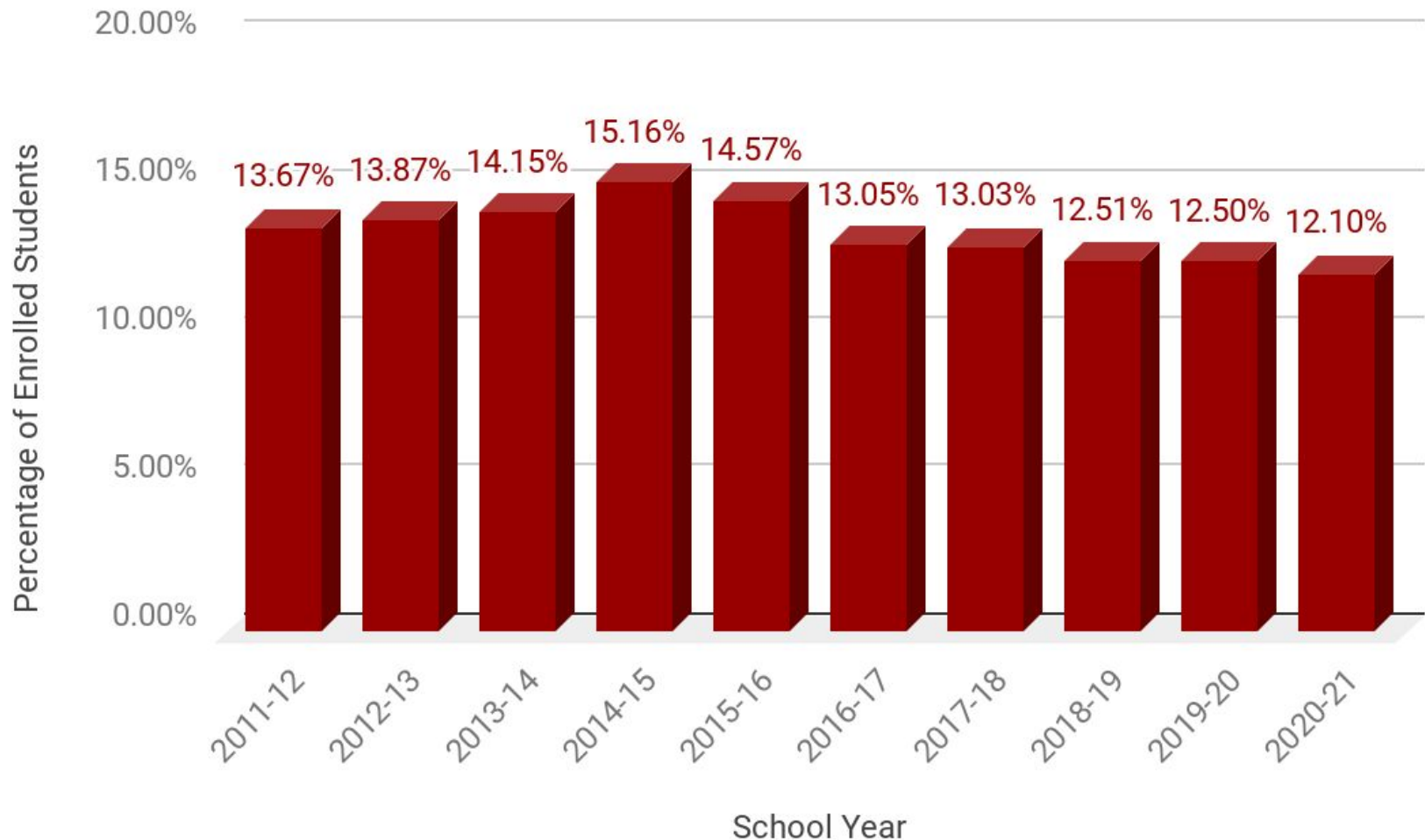
Student Subgroups



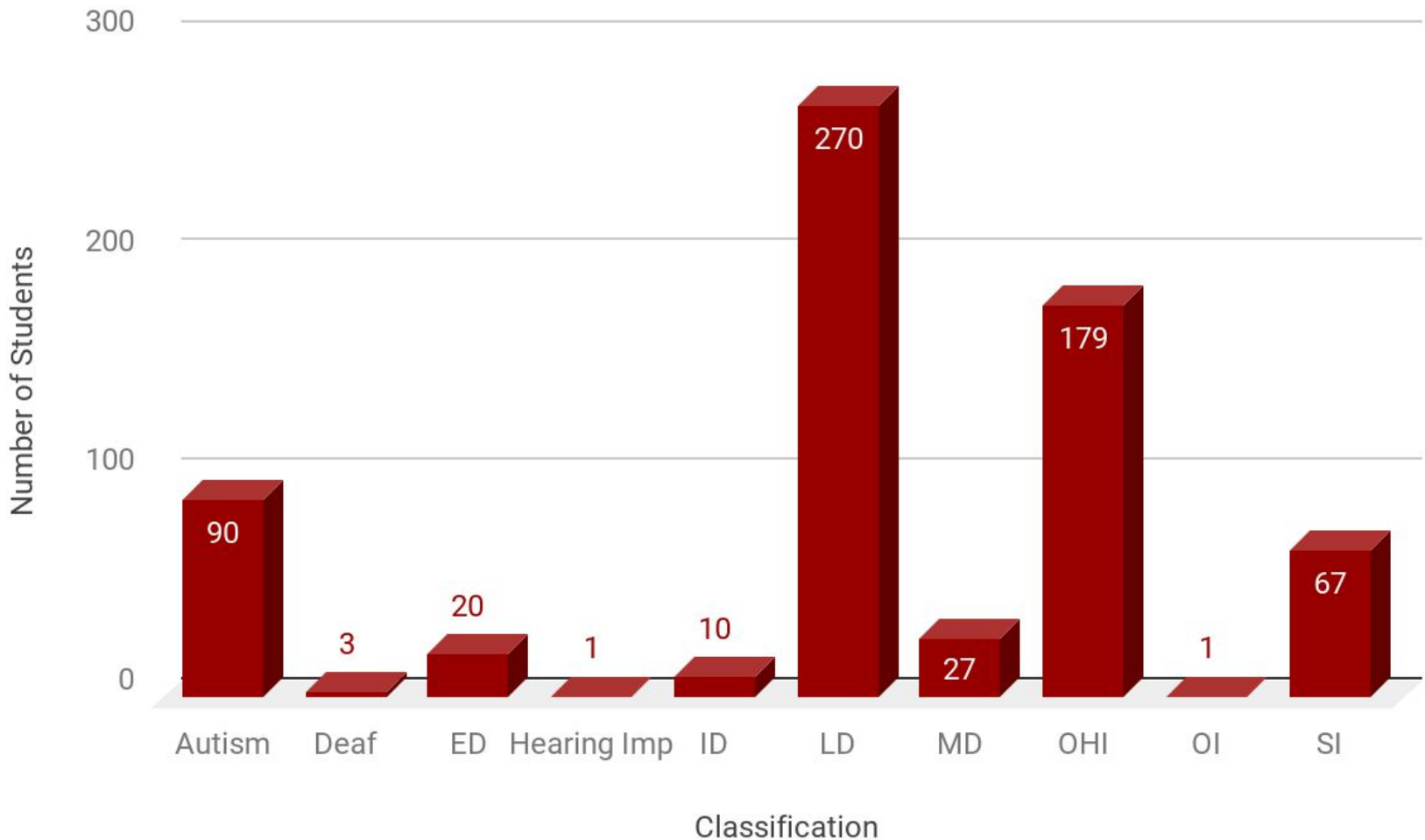
Economically Disadvantaged



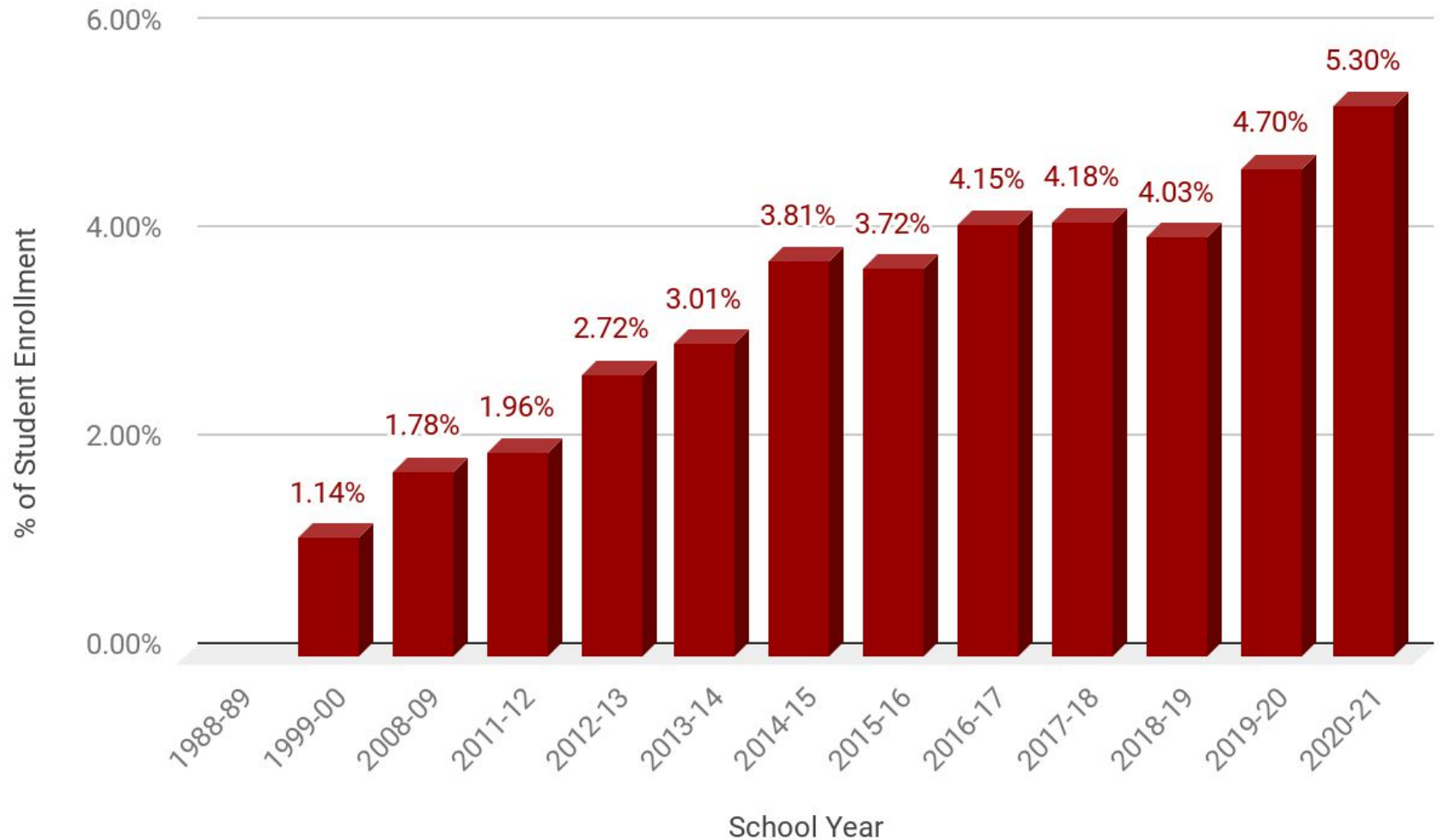
Students With Disabilities



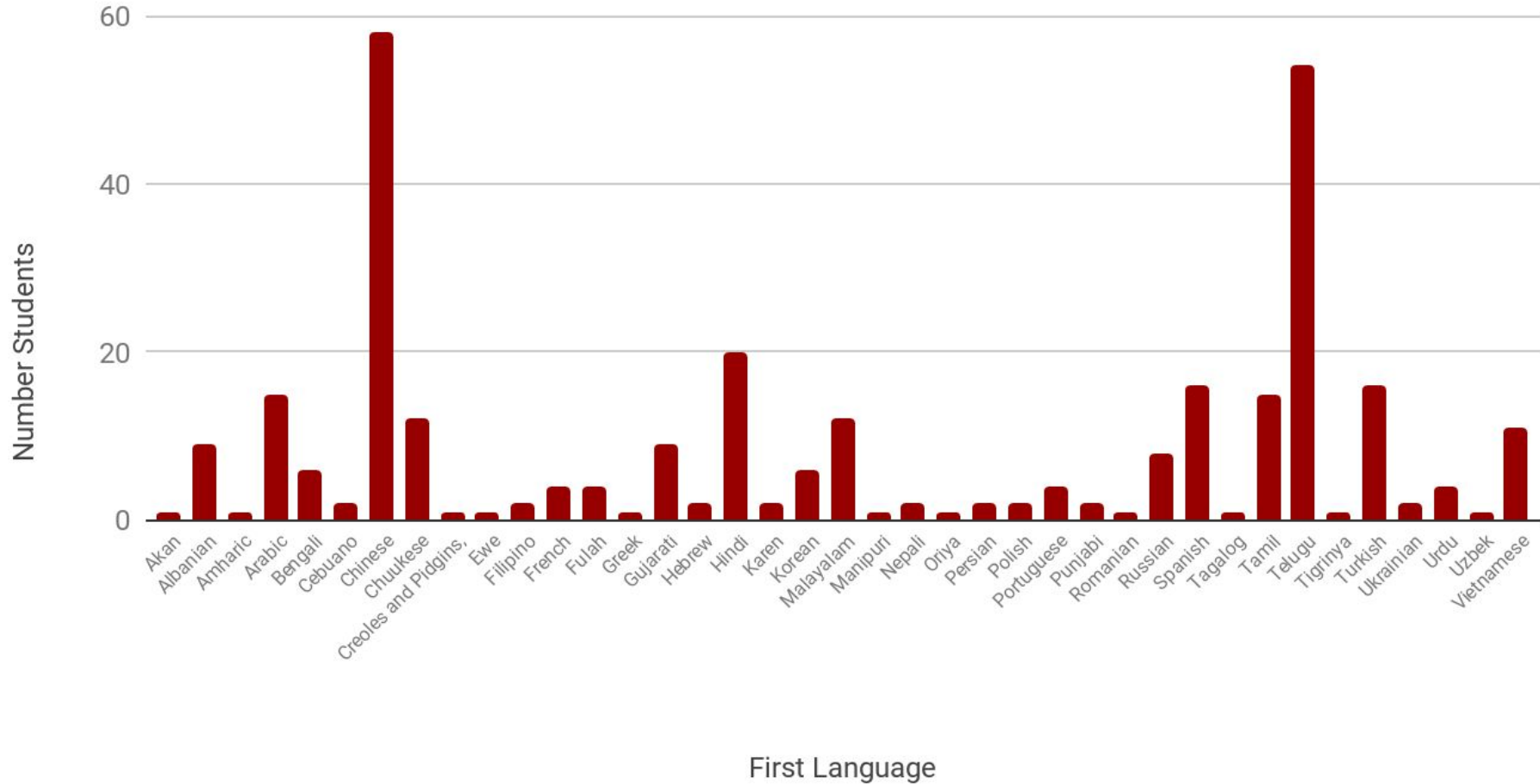
Special Education Classifications



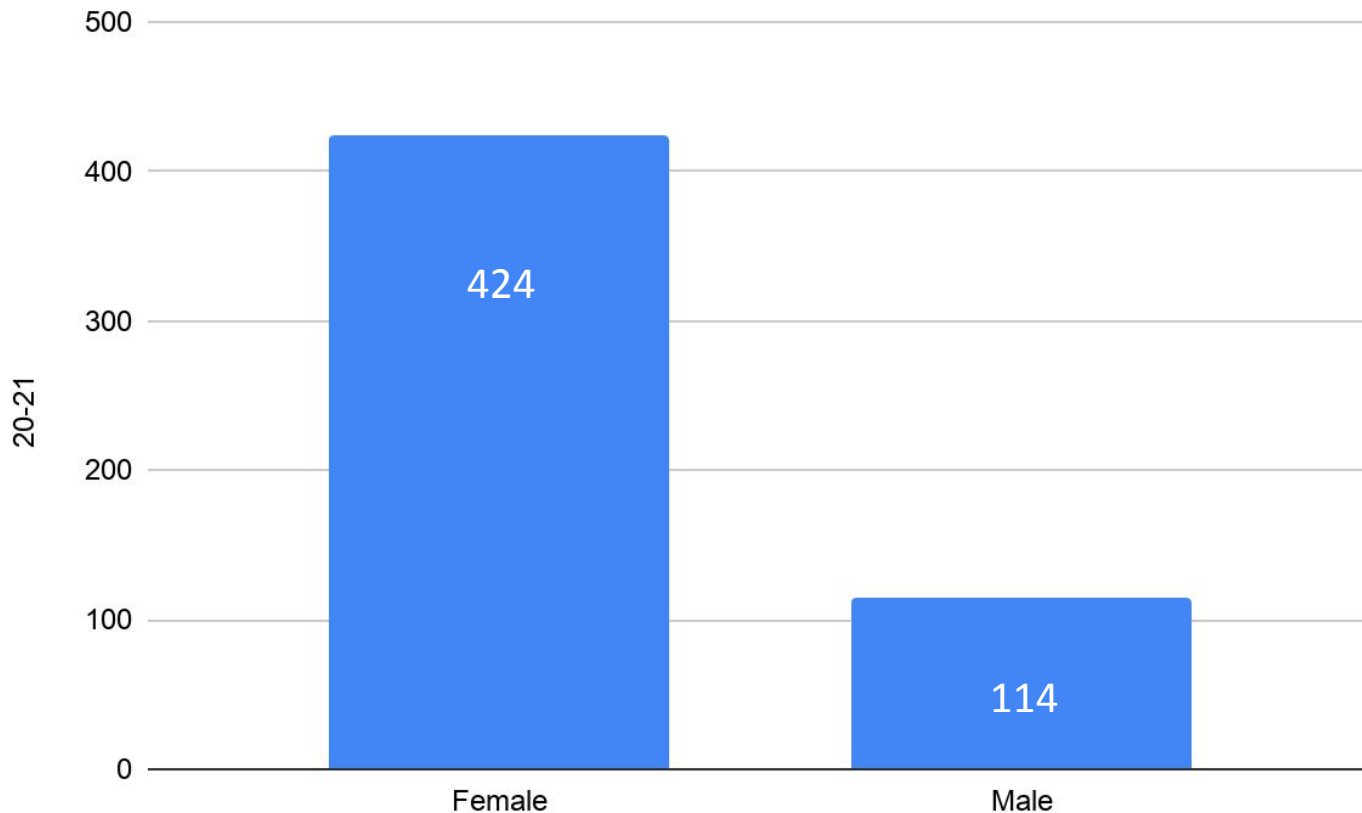
English as a New Language (ENL)



First Languages Spoken

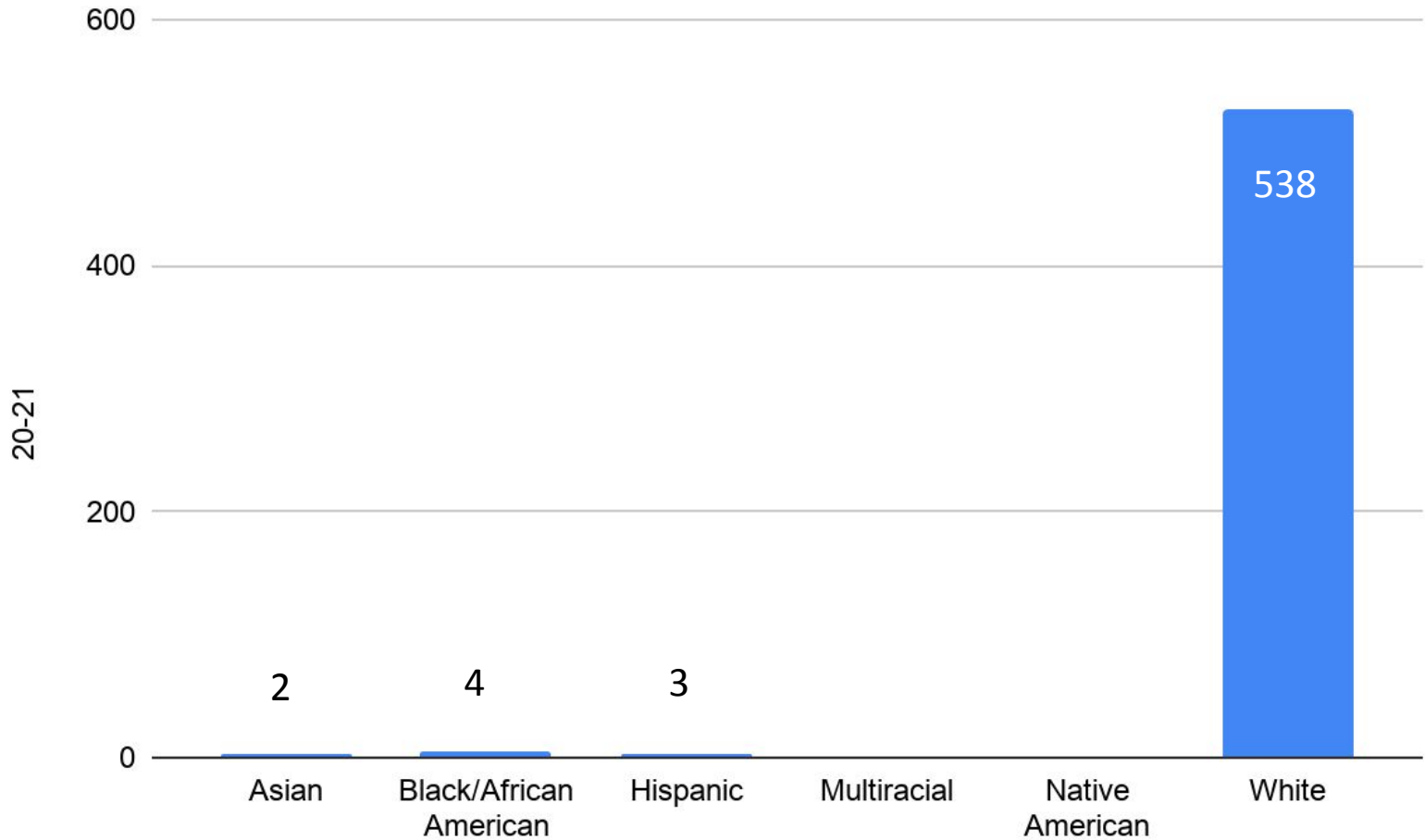


Faculty Demographics



Average Years of Experience: 17.5

Faculty Demographics



Some ways the district supports sub-group populations

- ❖ **Federal Grants: '20-'21 Allocations**
 - Title I: \$285, 733
 - Title III: \$39,206
 - IDEA Section 611 and 619: \$1,117,383 and \$36,771
- ❖ **Increased Staffing (last 5 years)**
 - English as a New Language Teachers: 8.5 FTEs
 - Special Education Teachers: 16:10 FTEs
- ❖ **Transition to Co-teaching**
 - Continued commitment to inclusivity
 - Reduction of Self-contained classrooms
 - Expansion of Co-taught classes (E/M/H)

A few examples of how the district supports sub-group populations:

❖ Special Programming

- Extended School Year
- Summer ENL Program
- Unified Basketball, Bowling Teams

❖ Community Partnerships

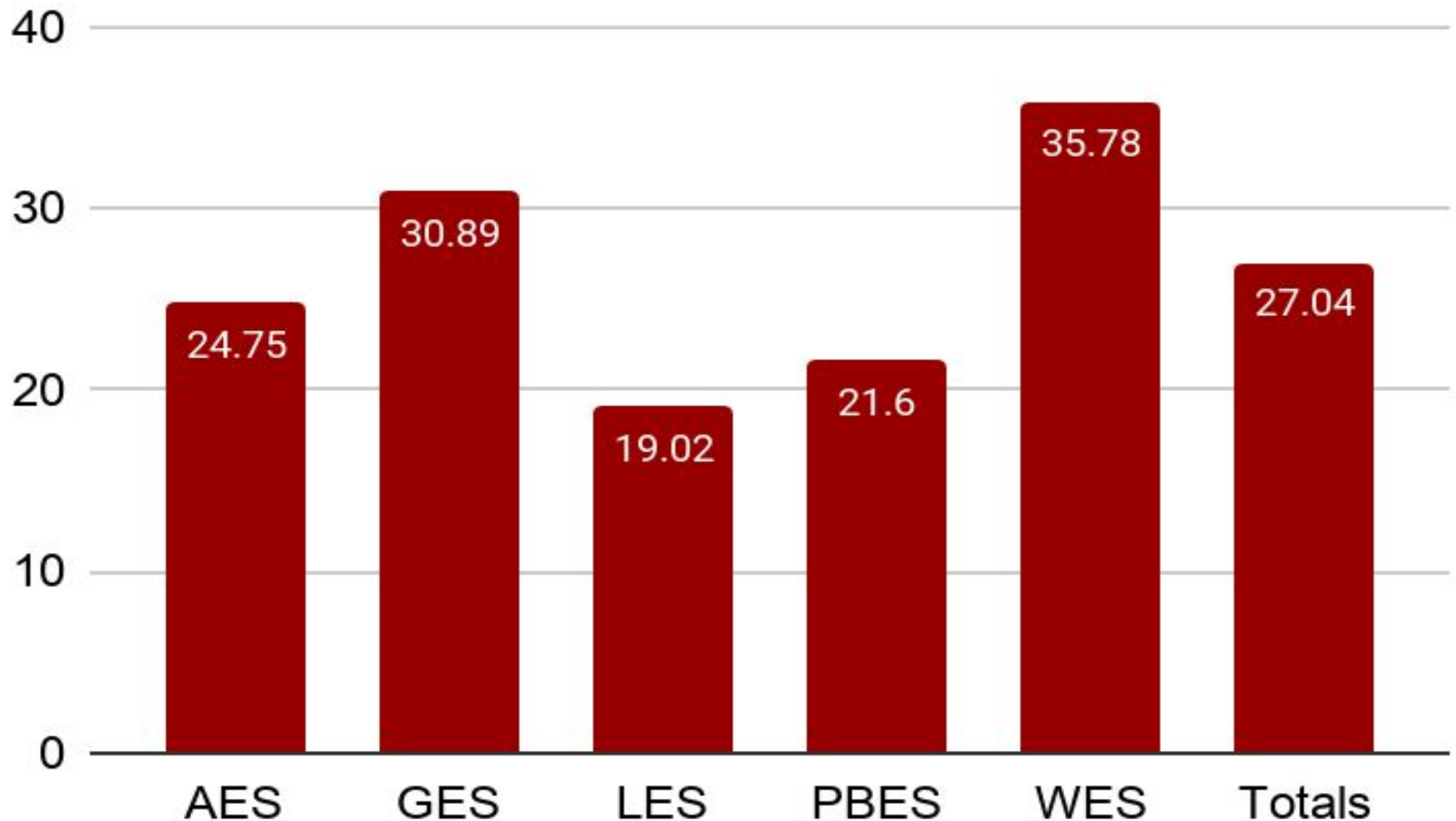
- Backpack Program (Guilderland Food Pantry)
- Running Start (Guilderland YMCA)

❖ Numerous Co-curricular Clubs and Activities

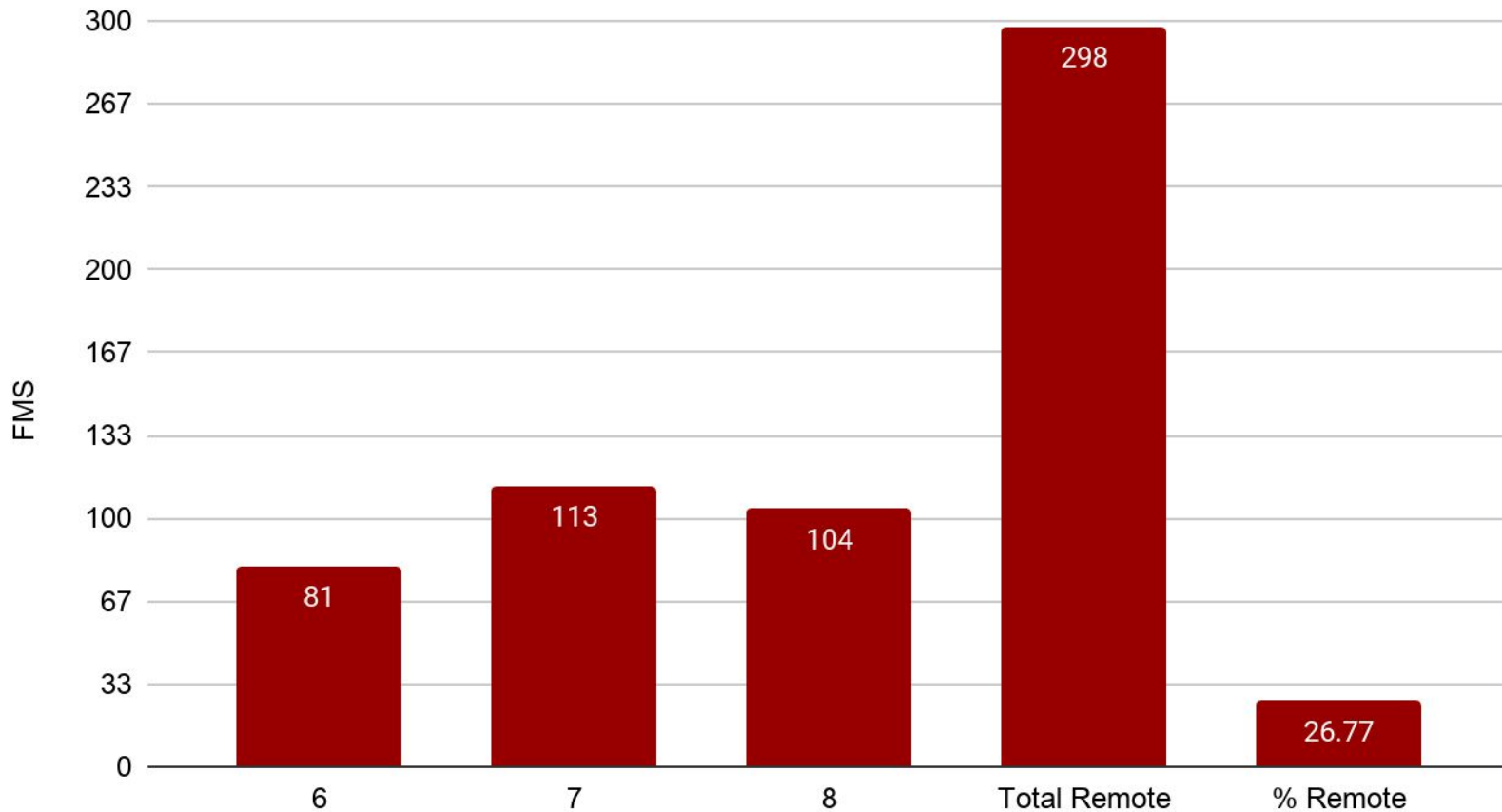
❖ School Sponsored Programs

- NCBI (National Coalition Building Institute)
- No Place for Hate

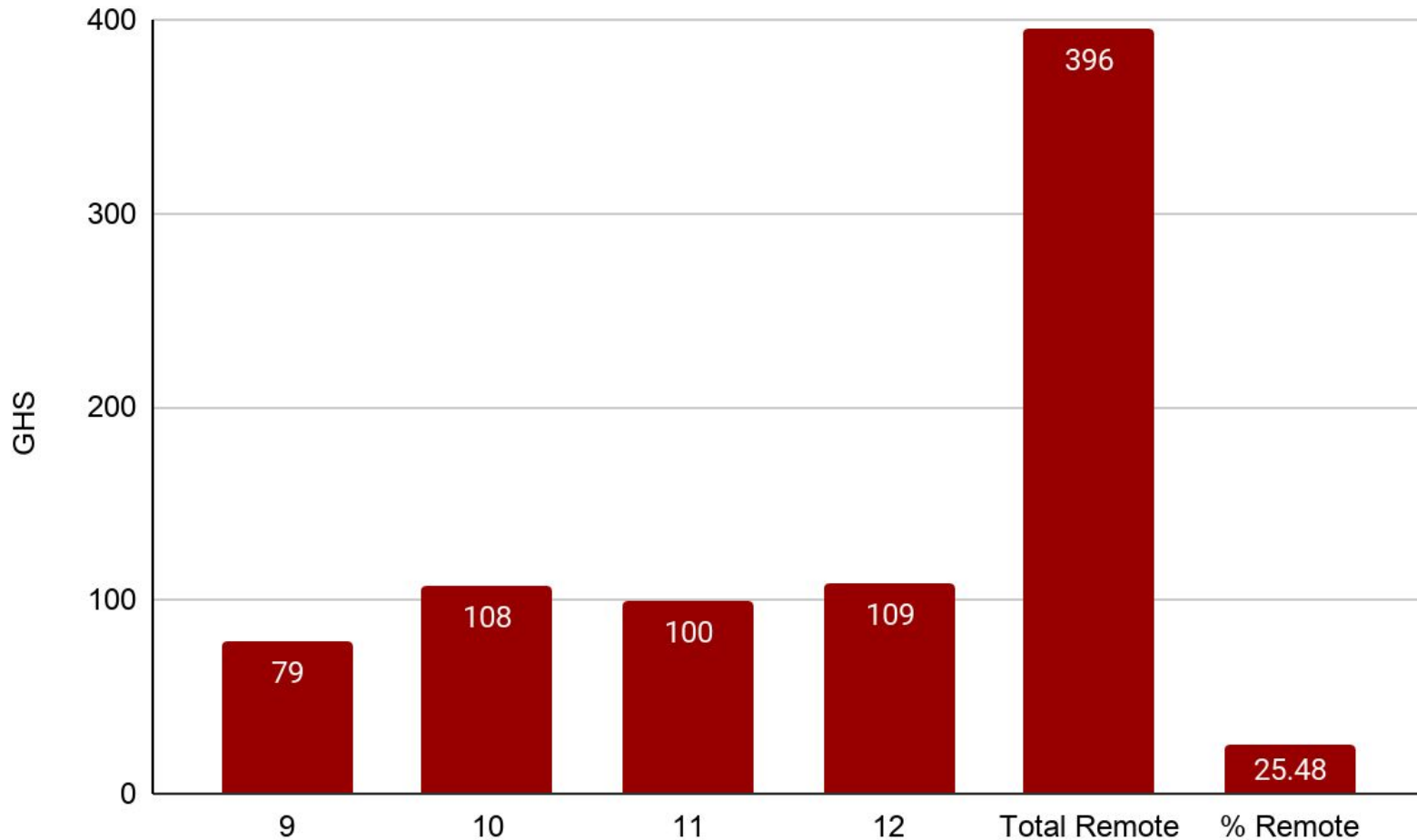
Percentage of K-5 Students Learning Remotely



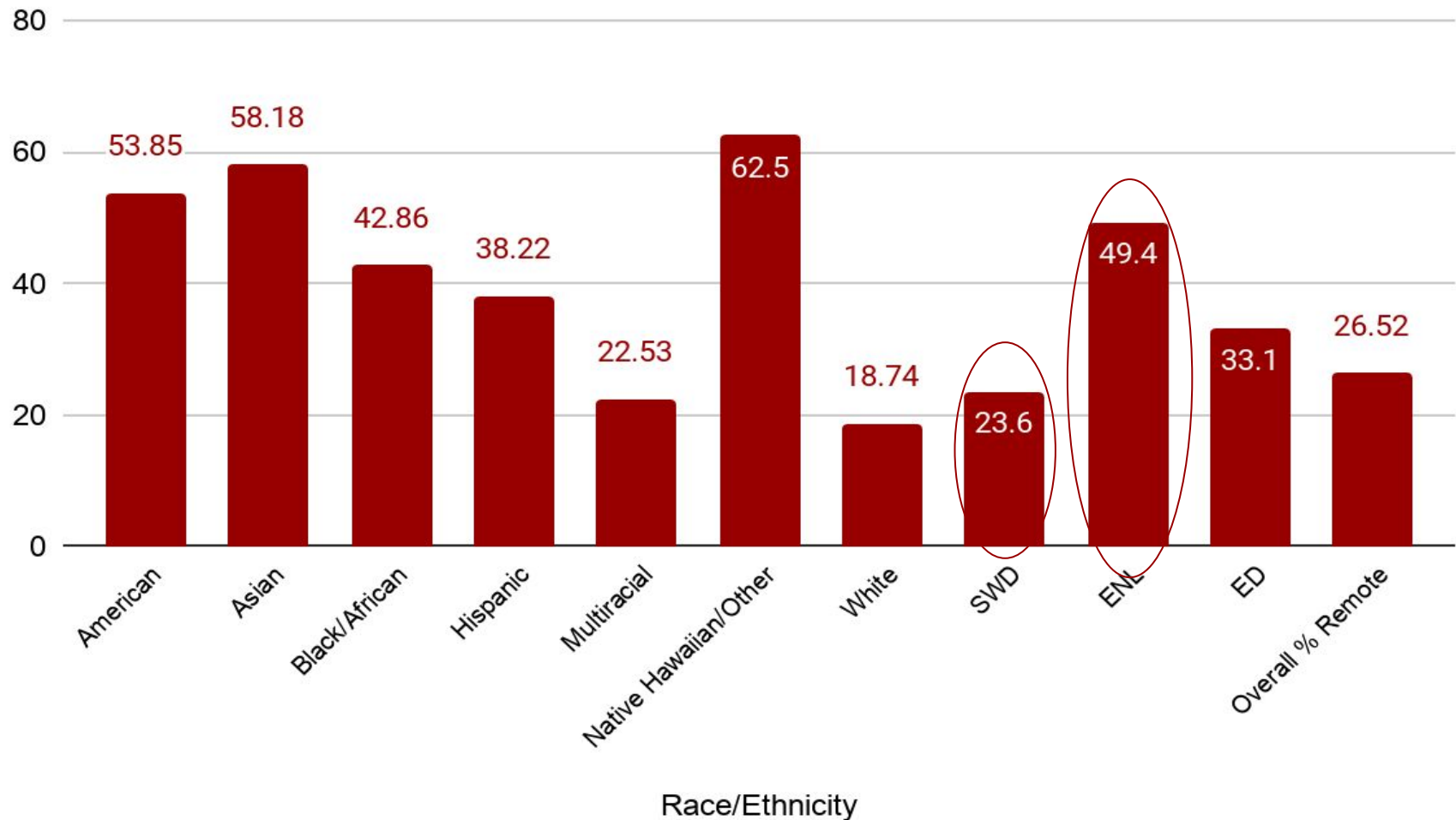
Percentage of 6-8 Students Learning Remotely



Percentage of 9-12 Students Learning Remotely



Percentage of Students Learning Remotely by Subgroup



Next Steps:

- ❖ Subcommittees continue to meet and begin to recruit additional members
 - Begin equity audit
 - Plan community events
 - Launch website
 - Build resources and networks
- ❖ Subcommittees continue to report out to full committee on learning activities and progress on priorities