

# BASIS @ SDHT

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Overview July 16, 2020

Systems Approach

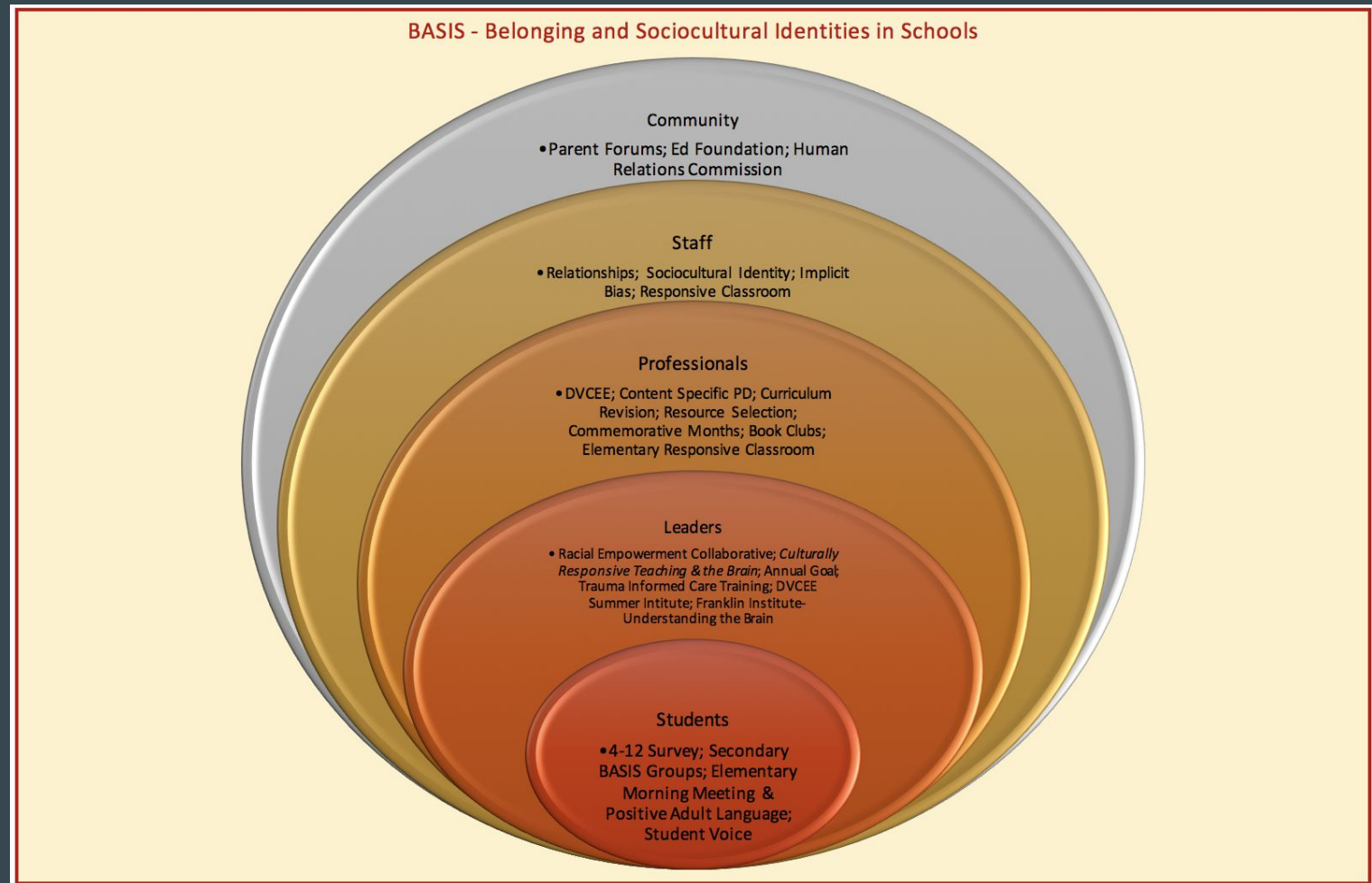
Multi-year

Flexible Plan

Responsive

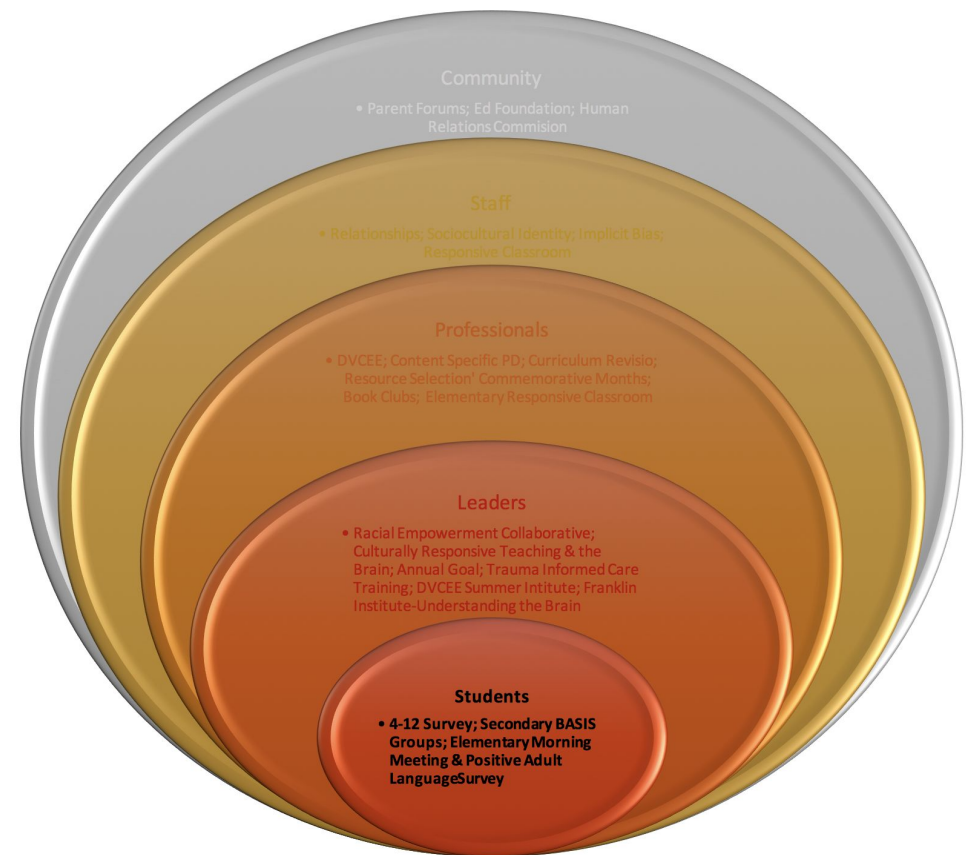
Multi-level

**Student Focused**



# What We've Done - Students -

Learning to Improve Student  
Experience



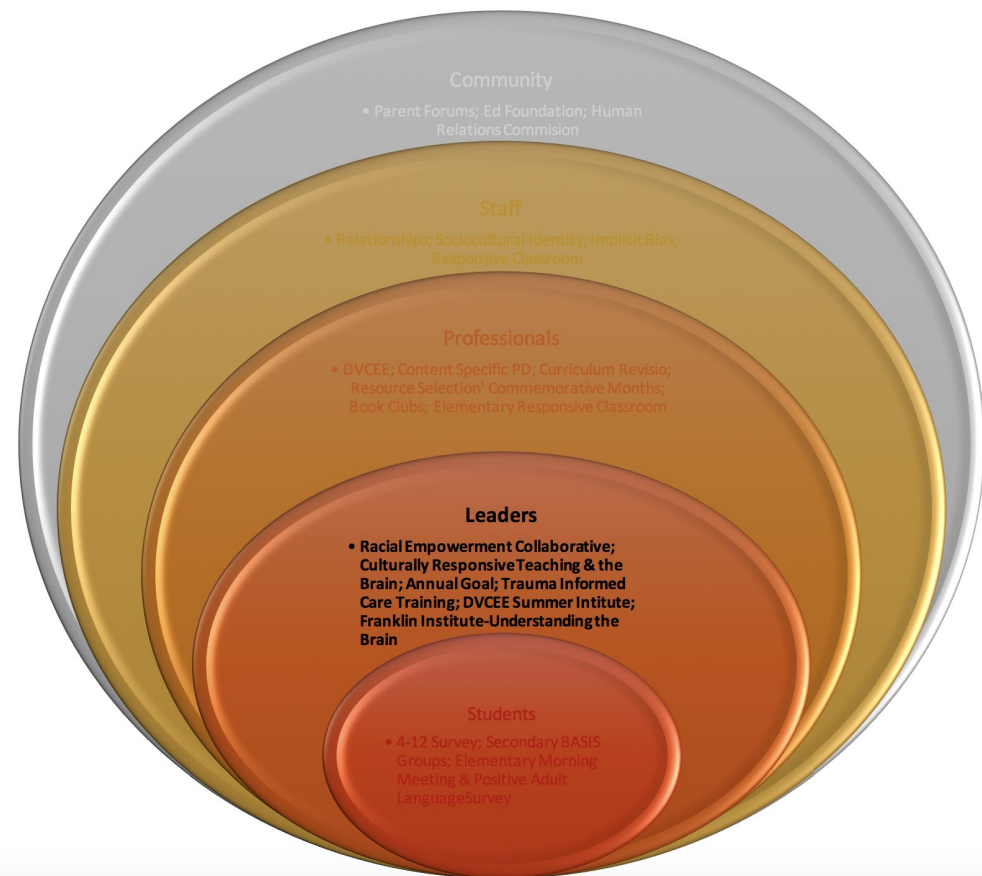


Responsive Classroom	Wellness Days	Student Voice
PSSM Survey, DVCEE, Curriculum Resources		

# What We've Done

## - Leaders -

Leading to Improve Student Experience





# Leaders First

Inclusivity Committee  
Membership

BASIS Action Planning

Sociocultural Identity Training

Responsive Classroom  
Workshops

Understanding the Brain @ FI

Racial Empowerment  
Collaborative @ Penn

DVCEE - School Year &  
Summer

Trauma-informed Care

*Culturally Responsive Teaching  
& The Brain -Zaretta Hammond*

*Recruiting, Hiring, Retention*

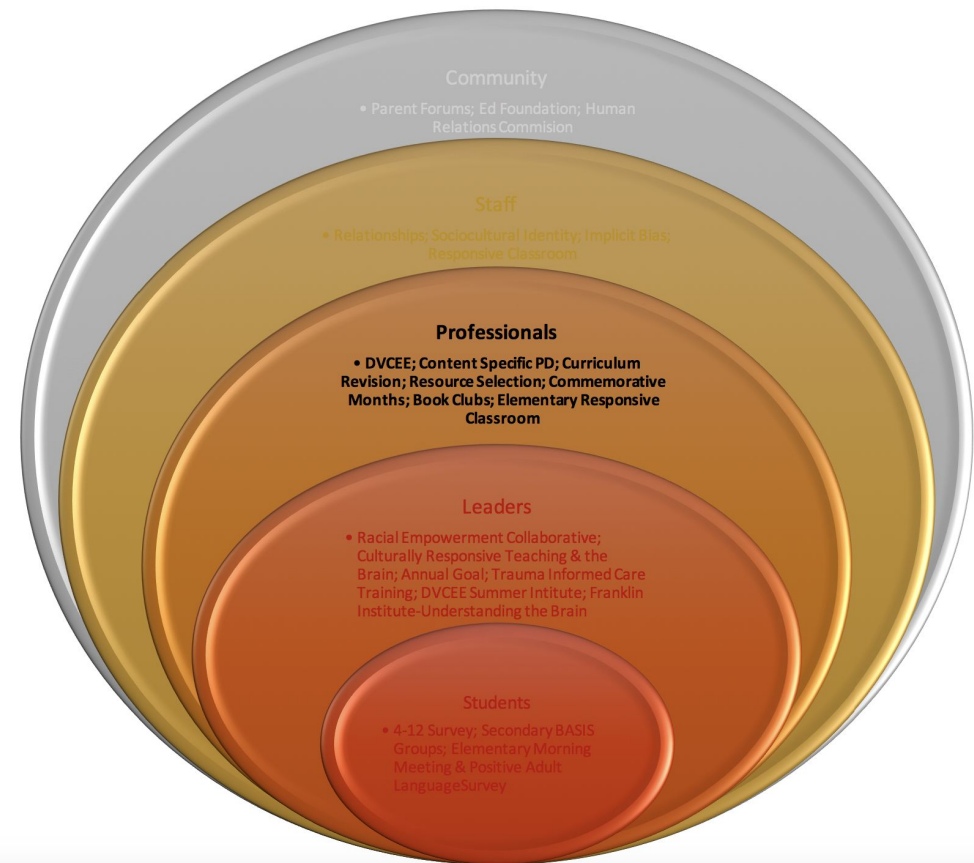
District & Principal Goals -  
Enrollment Data & PSSM

*Teaching Tolerance Turnaround*

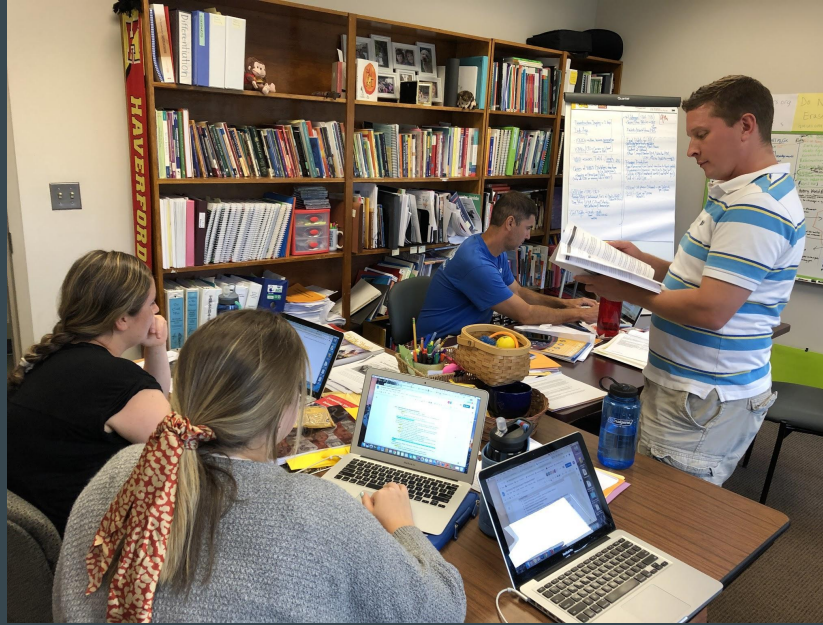


# What We've Done - Professionals -

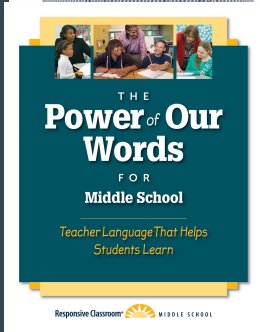
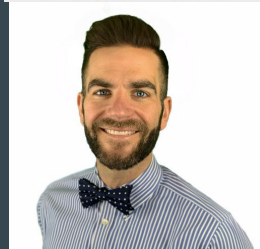
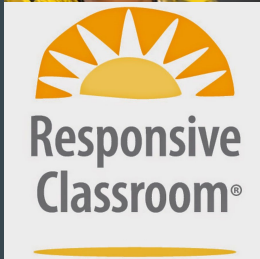
Teaching to Improve Student  
Experience



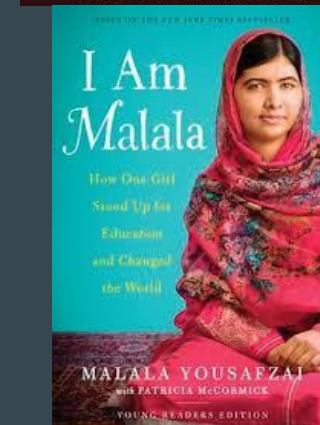
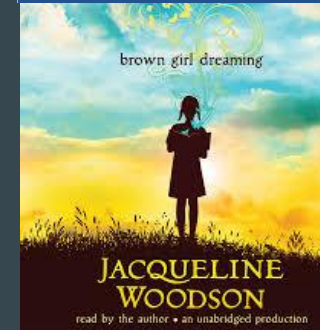




- Rubrics for All Texts:**
- ❑ Women and minorities are featured in important roles
  - ❑ Subject matter covers a spectrum of accomplishments and contributions by all sexes, races and physical conditions
  - ❑ All groups are presented in broad scope
  - ❑ Pronouns and descriptors of both sexes are used equally
  - ❑ Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial
  - ❑ Children of both sexes and various cultures and physical conditions will use the materials without feeling excluded, estranged or diminished
  - ❑ References and timelines feature events throughout various parts of the world



# Professional Learning Curriculum Development Resources & Materials

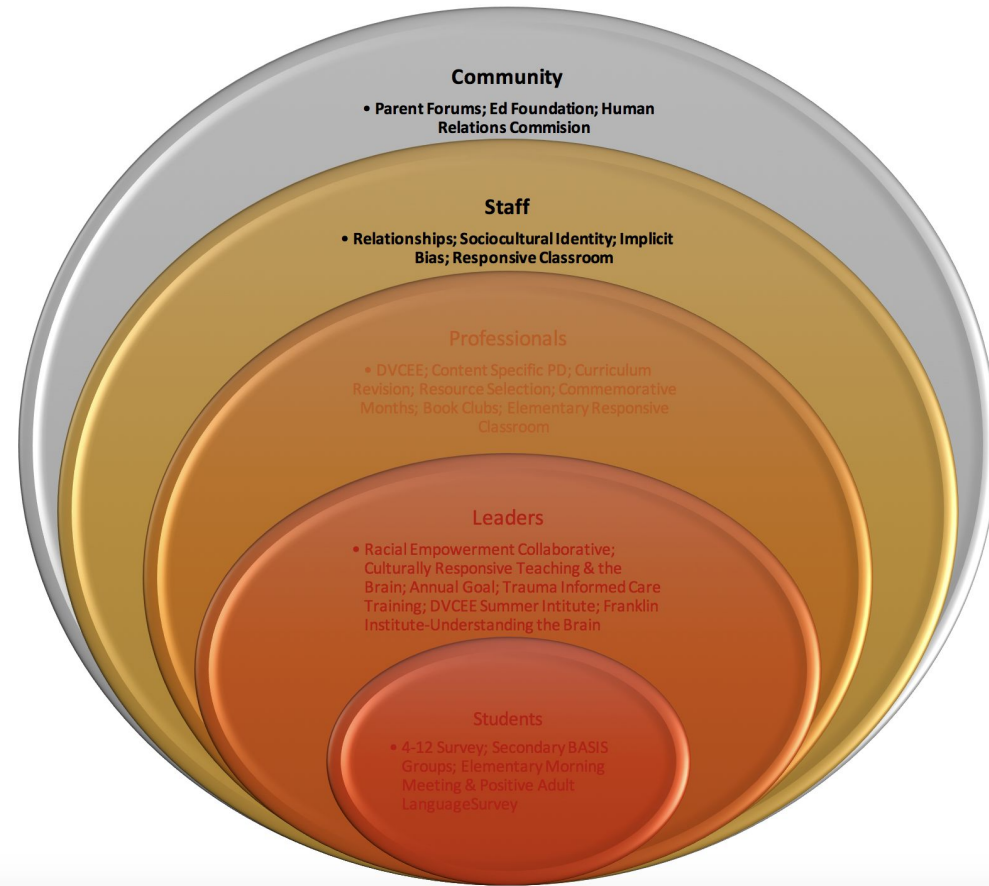




# What We've Done

## - Staff & Community -

Collaborating to Improve Student Experience



# Our Village

## Staff

Sociocultural Identity - Watershed Consulting

Gender Expansive & Transgender - CHOP

Importance of Relationships - Dave Webber

Responsive Classroom - District Trainers

## Implicit Bias - Sage Wellness



## Community

### Haverford Educational Foundation Partnership

Human Relations Commission

Parent/Guardian Forums

Communication Survey

BASIS Info Sheet

BASIS page on Website



# Parent/Guardian Forum Input

When we surveyed parents/guardians after the forum, the most frequent trend that emerged was:

- A. Requests for meetings with administration
- B. Complaints about individual circumstances
- C. Requests for ways to discuss race at home
- D. Concern about lack of diversity in hiring

## 2019-2020 Parent/Guardian Forum Topic

Workshop Title: How to Talk about Equity & Inclusion: A Conversation for Families.

Dr. Tara Doaty, will provide a historical framework on why conversations around equity and inclusion are necessary for all families, as well as practical tips and conversation starters to use with children of all ages.

**WILL BE RESCHEDULED**

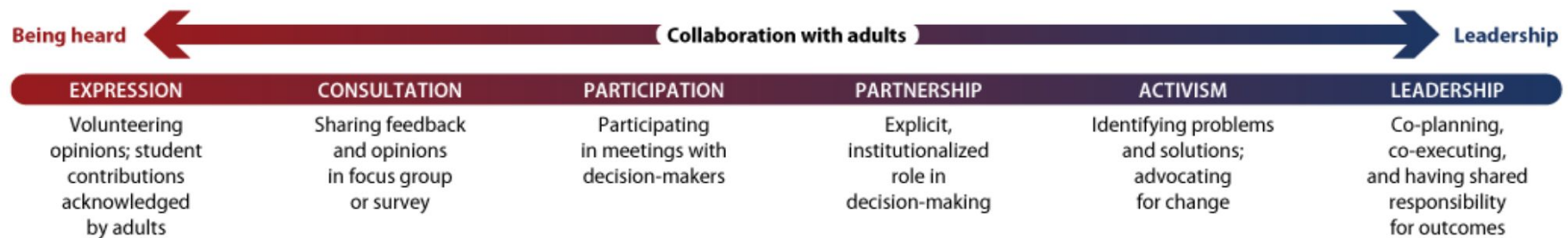
# 2019-2020 Happenings around Haverford

- \*Haverford Educators of Color Affinity Group
- \*Culture Nights
- \*Book Clubs of Teachers and Administrators
  - How to be an Anti-Racist, White Fragility
  - Culturally Responsive Teaching, Courageous Conversations About Race
- \*Kindness Week
- \*Student Advisory Meetings
- \*Mix It Up Days
- \*Culturally Responsive Interventions
- \*Student Leadership Conferences (MS & HS)
- \*Clubs and Activities
- \*Inventory System on Representation at Elementary Libraries (PLC)
- \*Communication/Awareness for Religious Holidays and Celebrations
- \*Monthly DVCEE workshops
- \*Diversity Job Fairs (DVCEE & NEMNET)





# Student Voice @HHS



Sources: This graph is adapted from Eric Toshalis and Michael J. Nakkula, "Motivation, Engagement, and Student Voice" (Boston: Jobs for the Future, 2012), available at [https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Motivation\\_Engagement\\_Student\\_Voice\\_0.pdf](https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Motivation_Engagement_Student_Voice_0.pdf); Dana L. Mitra and Steven Jay Gross, "Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes," Educational Management Administration & Leadership 37 (4) (2009): 522–543, available at <http://www.buildingpublicunderstanding.org/assets/files/increasingstudentvoiceinhighschoolreform.pdf>.



*“Meaningful Change Is a Process, Not An Event.”*

Youth Action Research @HHS

Dr. Bill Preble,  
The Center For School Climate and Learning

**Beth  
Mastrocola,**  
Co-chair of  
Planning  
Committee



**Leon Smith,**  
Co-chair of  
Planning  
Committee



# Strategic Planning Timeline

- District wide community forums and Parent/staff/student surveys collecting information for the strategic planning process
- District wide Strategic planning committee formed
  - Examined the data from forums and surveys; read scholarly articles about strategic planning best practices
- Sub-Groups were created to write strategic goals about topics seen most in the surveys
  - Diversity and Inclusion was one of three sub-groups comprised of parents/teachers/administrators from diverse backgrounds to craft goals

## Strategic Planning Timeline, cont.

- The Diversity and Inclusion strategic planning goal is to:

**Establish a culturally diverse and inclusive educational  
experience  
that develops socio-cultural proficiency.**

- Once goal was created, chair people were selected, planning committee was developed and charged with generating a short term action plan towards achieving the goal
  - Interrupted by COVID school closure will resume in Fall 2020



# Educating Ourselves

## Books we are reading this summer:

- 1.) Cultural Proficiency: A Manual for School Leaders by Lindsey, Nuri-Robins, Terrell and Lindsey
- 2.) Culturally Responsive Teaching & the Brain by Zaretta Hammond
- 3.) Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi
- 4.) How to be an Antiracist by Ibram X. Kendi
- 5.) Why are all the Black Kids Sitting Together in the Cafeteria? by Dr. Beverly Tatum
- 6.) Courageous Conversations about Race by Glenn E. Singleton
- 7.) Biased: Uncovering the Hidden Prejudice that shapes what we see, think and do by Dr. Jennifer Eberhardt

## Webinars and Workshops we have attended:

- 1.) Building Culturally Relevant Schools: Dr. Gloria Ladson-Billings
- 2.) Abolitionist Teaching and the Future of our schools
- 3.) Unlocking Our Identities: Understanding how we show up for students
- 4.) Moving from Aspiration to Action: A Virtual Forum on Teacher Diversity and Student Success
- 5.) Working for Justice, Equity and Civic Agency in Our Schools: A Conversation with Clint Smith
- 6.) Education is Freedom: A Juneteenth Virtual Showcase hosted by NYC Men Teach
- 7.) Delaware Valley Consortium for Excellence & Equity & Penn Coalition for Education Equity

# Early Planning Ideas to Discuss with Committee

- Curriculum
  - Examining district-wide curriculum through an anti-racist lense
- Diversity of Staff
  - Recruiting, hiring, and retaining more educators of color
  - Interview process includes asking about appropriate skill set to align with this work
- Professional Development for Districtwide Staff
  - Furthers District efforts surrounding equity, cultural proficiencies and anti-racist pedagogy
- Critically Examining Data
  - Looking for underrepresented/overrepresentation
    - What systems are in place to create these trends? Barriers?
  - Discipline data breakdown?
    - What systems are in place to create these trends? Barriers?

# Next Steps:

- \*Resume Strategic Action Planning Committee Meetings
- \*Continue partnership w/Dr. Tara Doaty, Sage Wellness

## **Sage Wellness :**

- \*Facilitation of District Equity Team
- \*Facilitation of 7 Building level Equity Teams
- \*Facilitation of Parent/Guardian Equity Committee

## **Collaborative Outcome:**

- \*Development of a District Equity Action Plan
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# Thank you for your continued support!

**Sara Christianson**, Director of Learning & Assessment

**Beth Mastrocola and Leon Smith**, Co-Chairs Diversity and Inclusion Strategic Action Planning Committee

**Greg Decina, Keith MacConnell, Michael Perez, Lisa Yacovelli, and Jeremy Tomaszewski**, High School Action Research Team

