

BASIS @ SDHT

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Overview July 16, 2020

Systems Approach

Multi-year

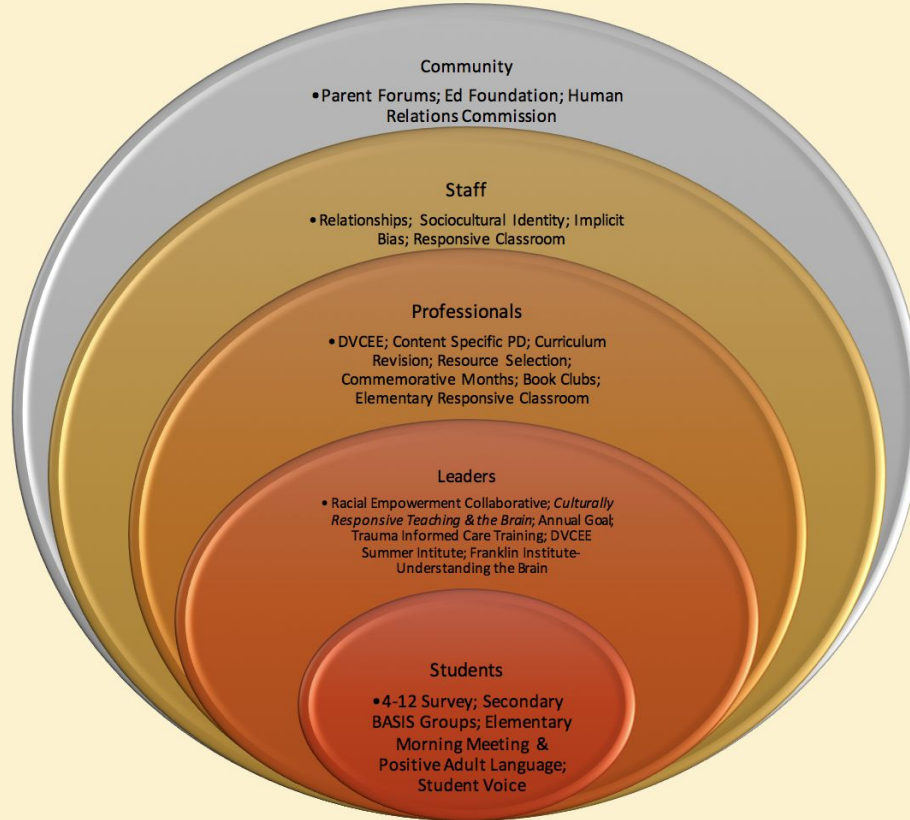
Flexible Plan

Responsive

Multi-level

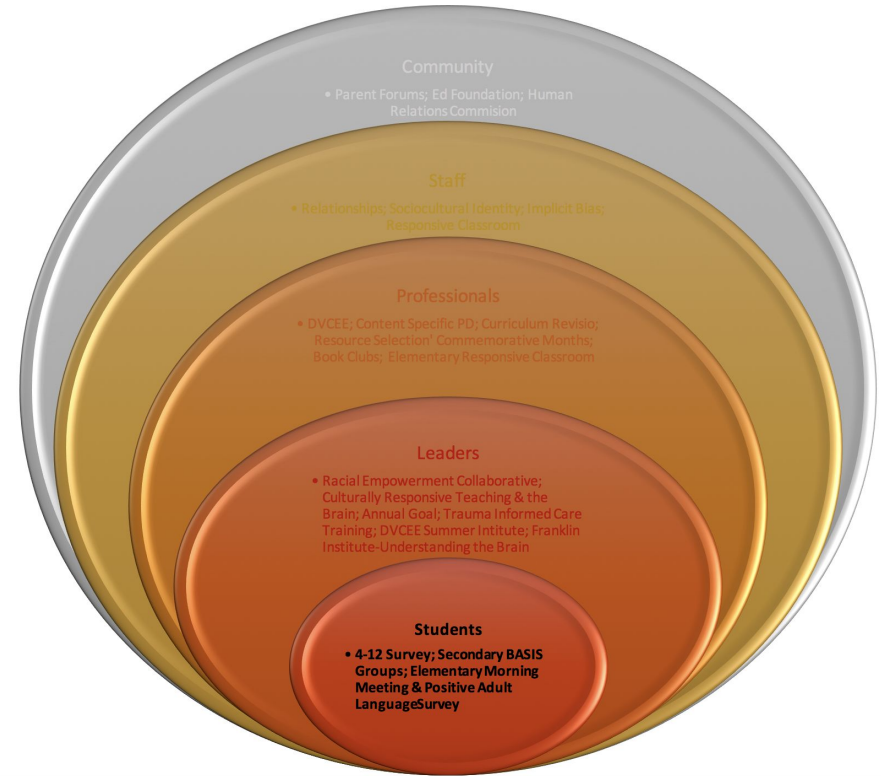
Student Focused

BASIS - Belonging and Sociocultural Identities in Schools



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

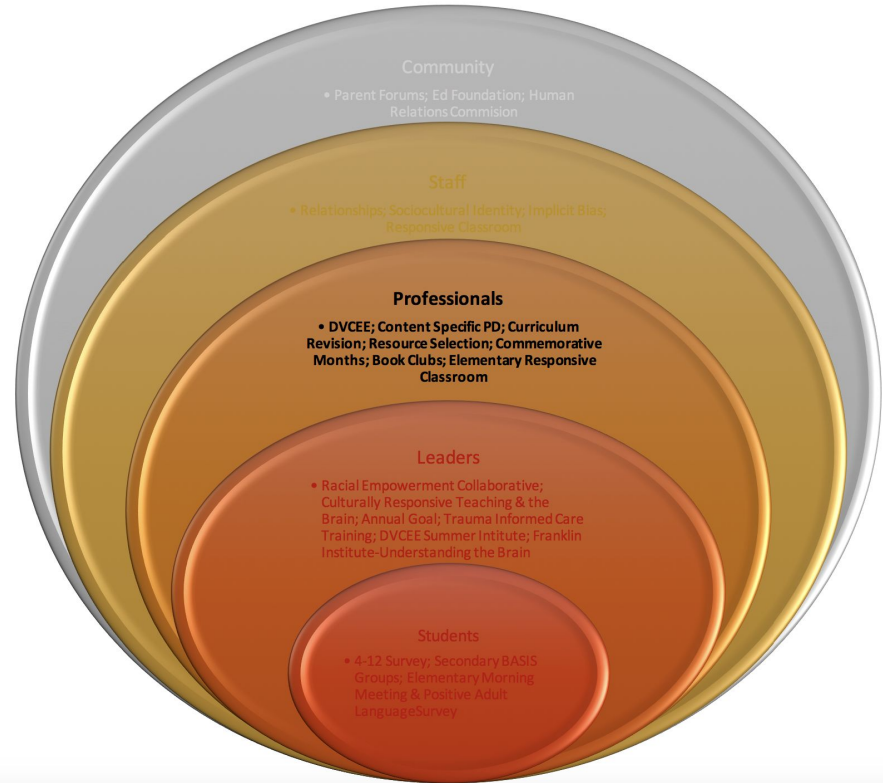
District & Principal Goals -
Enrollment Data & PSSM

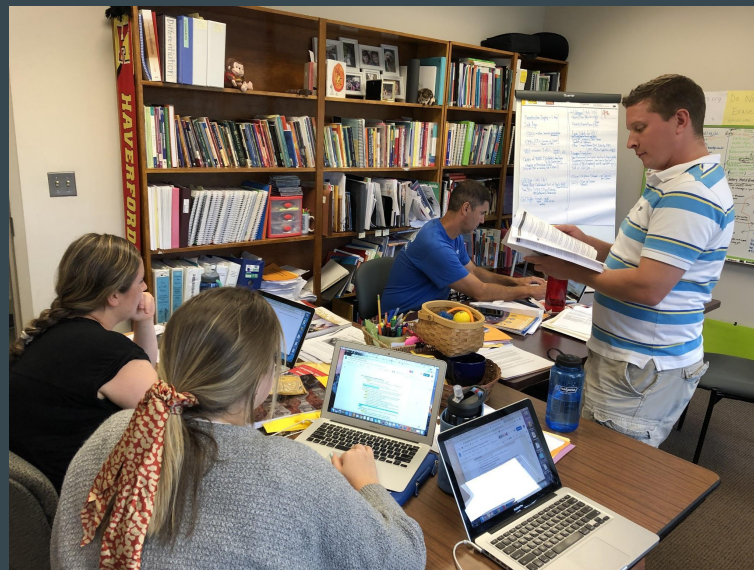
Teaching Tolerance Turnaround



What We've Done - Professionals -

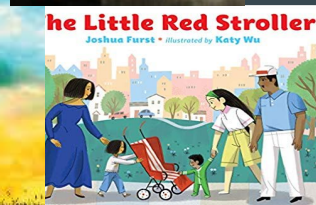
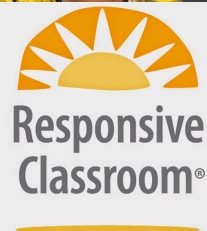
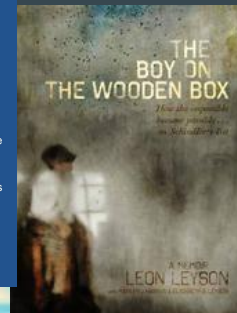
Teaching to Improve Student
Experience



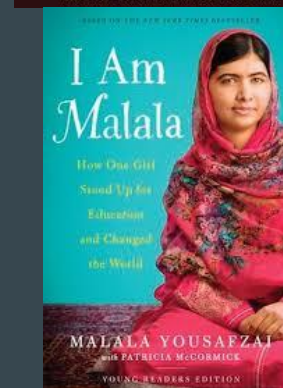
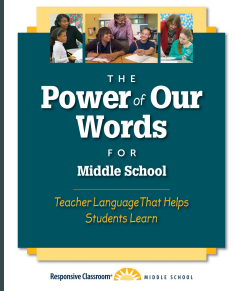


Rubrics for All Texts:

- ❑ 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



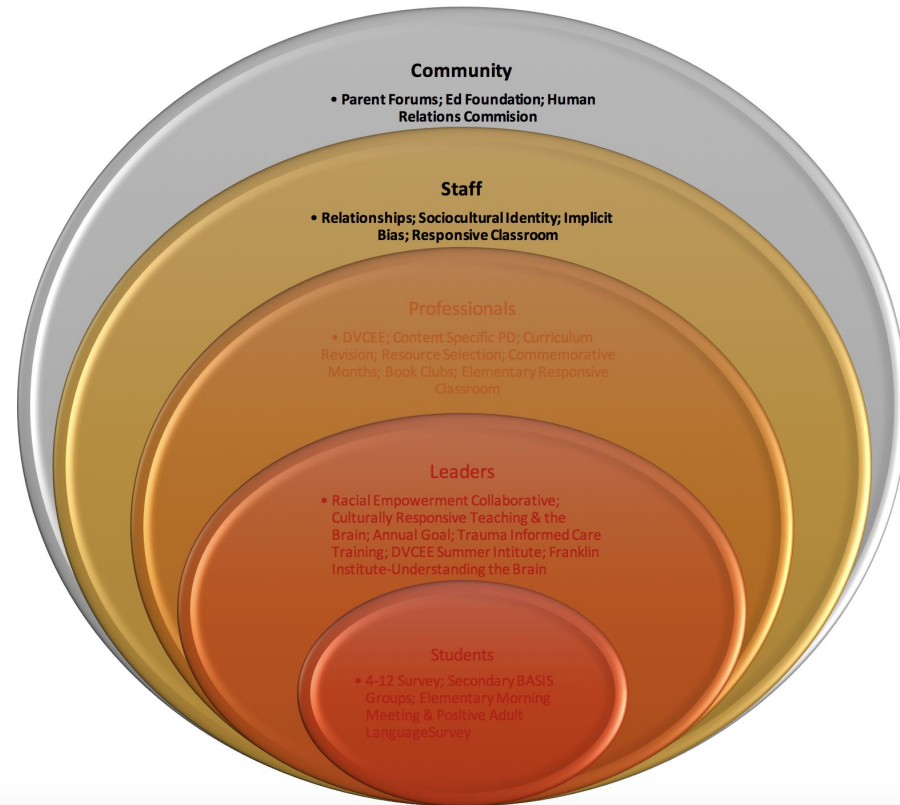
Professional Learning Curriculum Development Resources & Materials



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

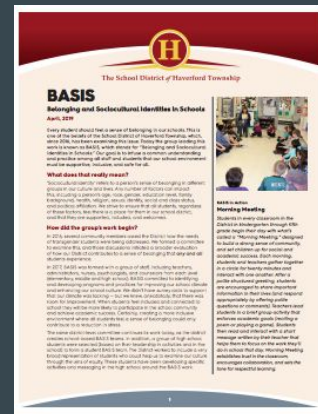
Human Relations Commission

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.

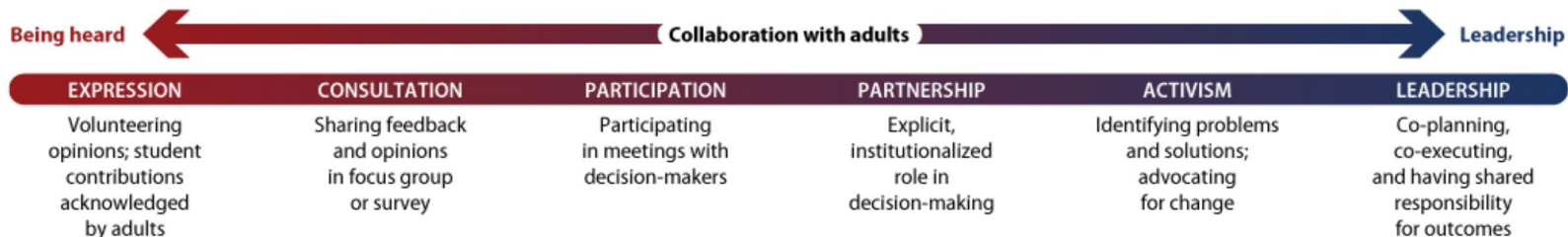
WILL BE RESCHEDULED

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; 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

