

Diversity, Equity, and Inclusion:



**Planning for Scarsdale Schools
2021 and Beyond**

Tonight's DEI Presentation

- I. State Guidance
 - II. Scarsdale School Board Policy
 - III. Immediate Planning
 - IV. Next Year's Planning,
2021-2022
 - V. Long-term Planning, 2022-2025
 - VI. R & D
 - VII. DEI in Scarsdale
 - VIII. Global Learning Alliance
Summit
 - IX. Q & A
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Guiding NYS CR-S Framework

- [The NYS Board of Regents Framework on DEI in NY Schools](#)
 - Background Information
 - [Danger of the Single Story](#)
 - Diversity, Equity, and Inclusion definitions
 - Role of Districts
- [NYS Culturally Responsive-Sustaining Education Framework](#)
 - Page 12, 4 Principles
 - Welcoming and affirming environments
 - High expectations and rigorous instruction
 - Inclusive Curriculum and Instruction
 - Ongoing professional development
 - Page 17, Roles for stakeholders, tied to the 4 principles



New Board of Education Policy

Board Policy #0105, EQUITY, INCLUSIVITY, AND DIVERSITY IN EDUCATION

Our charges:

- (1) Positive, inclusive learning environments (teachers + administrators)
- (2) Broad representation in curriculum, environment, faculty/staff
(teachers + administrators)
- (3) PD on historical injustices and inequalities that have led to institutional education barriers as a means to eliminate them (administrators)
- (4) Curriculum and instructional materials will reflect educational equity
(Edgar, administrators, curriculum coordinators, department heads)
- (5) A District Committee will establish goals and metrics for this policy/work
(Thomas, administrators, District Compact Committee)

Immediate Planning, April-June 2021

- Planning and Iterating Processes
- Information Sharing with key stakeholders
- Compact Committee
- Consultant Search
- Leadership Learning
- Coordination with District Partners



District Compact Committee

- Review and adopt the NYS CR-S Education Framework;
 - Select annual 3-4 goals, based on the 4 principles of the Framework
 - Determine measurable metrics for those goals;
 - Select District consultants (i.e. one for long-term planning, one for facilitation of meetings and professional development); and
 - Develop a Communication Plan for this work.
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Consultants Search

- Identify high-quality consultants to assist the District in planning, facilitation, and professional development
- Vet candidates using rubric and interviews
- Finalize candidates
- Clarify the scope of work and goals
- Use appropriate metrics to measure progress towards goals



	Excellent 5	Very Good 4	Good 3	Acceptable 2	Poor 1
Industry Experience					
School Consulting Experience					
Issue-Specific Knowledge: [Facilitation vs. Planning]					
Current Position [Credibility?]					
Their Motivation [why interested?]					
Culture Fit					
Cost					

Leadership Learning Foundations

- Individual/Group/Organization Needs Assessments
- Administrative Learning Time (ALT)
- Developing Common Understandings Through an Anchor Texts/Resources
- Dedicating Time to Sharing “Best Practices” from Building-based Work



Coordination with District Partners

Scarsdale Teachers Institute (STI)

- Meet and Review Course Offerings with STI Coordinator, Ann Marie Nee
- Align and Collaborate on Professional Development Opportunities

PTC/PTAs

- Meet and Discuss a Shared Vision
- Align Resources and Speakers/Presentation

School-based Multi-Cultural Committees

- Meet and Discuss a Shared Vision
- Align Resources and Speakers/Presentation

Scarsdale Village

- Liaison with the Village of Scarsdale on the Ad Hoc Council to Combat Racism and Bias



2021-2022 Planning

- Ensure entire school community has access to and understands the NYSCR-S Frameworks and its 4 primary principles.
- Use BOE #0105 Policy to guide goal-setting and priorities
- Implement Compact Committee goals
- Review Curriculum Through The Lens of Diversity, Equity and Inclusion
- Design District Wide Professional Learning
- Integrate in Strategic Plan and Set Long Term Goals (2022-25)



Research & Development

- Scarsdale Teachers Institute
 - East/West Center &
Interdependence Institute
 - Global Learning Alliance
 - University Partnerships:
Columbia University
 - Teacher Grants
 - Study Abroad Programs/
Global For All
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DEI in Action in Scarsdale

District-Wide

- Continuation and enrichment of STI PD
- Level specific consultants
- Innovation and sharing of “best practice”
- Multilingual library sections

Elementary Schools

- Multicultural classroom libraries
- SEL programs (Circle of Friends)
- Special Recognition Events
- “One Book, One School”

Middle School

- Using the structure of CORE
- Expansion of choice texts
- Level Up Village
- Human Right Day at the MS
- Partnership with Prospector Theater

High School

- Global Citizenship Day at the HS
- Text Analysis and Pilots (ELA/SS)
- Student Surveys and committee participation
- Global Learning Alliance

Global Learning Alliance, Virtual Summit 2021

Participants: Founding Members* of the GLA from The U.S.A (Scarsdale), Singapore, and Finland, and new members from Turkey and South Africa. Each member comes from high achieving Districts/School with University Partnerships. *Scarsdale is partnered with Columbia University through the Center for Professional Education of Teachers.

Student Project: After choosing and sharing texts on the theme of belonging from their native countries the students worked in small internationally diverse teams to select a group of people who are currently marginalized and present on their findings. Five presentations were given to the GLA participants and students were asked questions about their process and their findings.

Teachers: The teachers involved in the student research projects are Heather Waters (Scarsdale HS), Liew Pei Li (Hwa Chong), and Taneli Nordberg (Helsingin Normaalilyseo). Heather helped to coordinate the student project this year.

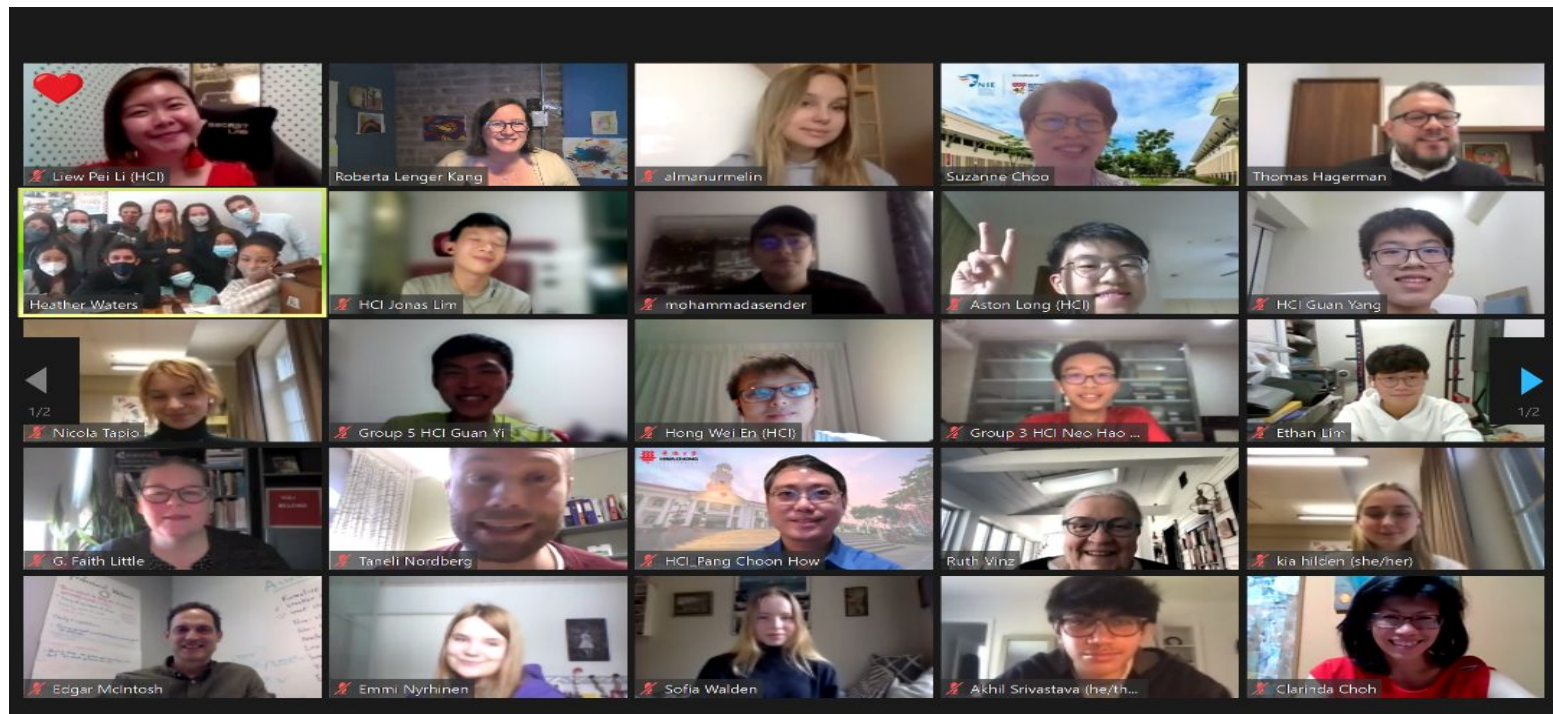
Global Learning Alliance, Virtual Summit 2021

Day 1: On Monday, April 19, we talked through the three stories connected by the theme of Belonging and Identity and considered key quotes and passages that were meaningful to us.

Day 2: On Friday, April 23, we learned about the structure of the student project and heard from each of the student groups. After reflecting on the stories, the students selected a group of people who are currently marginalized or discriminated against around the world: The Chinese Uyghurs, People with Disabilities, Migrant workers, Refugees in the US, and Immigrants (globally). The students provided background information on each group and then offered local and global recommendations about how to cultivate belonging.

Day 3: On Saturday, 24, the GLA Board took time to connect about our experiences in education across five different countries. We identified 4 areas we want to continue the work moving forward: Planning a Student Project for 2021-2022; Research Study on the 2021 Student Project; Newsletter - ongoing collaborations and updates; and Planning a Global Education Online Course.

Global Learning Alliance, Virtual Summit 2021



Questions & Reflections

