



Public Schools of the Tarrytowns

Rigor, Responsibility and Respect - Personalized Learning by Design

District Equity Team Update
April 2021

The Tarrytowns District Equity Team

The DET engaged in critical self and collective reflection, capacity-building, shared narrative and experience, and reviewed best practices and research on promoting equity and racial justice from districts around the country.

Leveraging the brilliance of the community, the team settled on 5 top areas to design recommendations for the district. Over a number of months, the team fleshed out the ideas to be presented to you this evening.

The DET will be forming sub-committees in each of these 5 areas to ensure there is a structure and support to operationalize the goals below.

Summary of recommendations

1. District **communication** will be equitable in practice and clear about our commitments to equity and racial justice.
2. **Curriculum** will be analyzed, developed, and implemented, through a Culturally Responsive-Sustaining lens.
3. We will focus our **recruitment, hiring, and retention** efforts on increasing our most underrepresented populations (with specific attention to BIPOC and LGBTQ+ staff) so young people see themselves and a spectrum of diversity reflected in the staff and leaders who serve them.
4. **Professional development** will center values of equity, inclusivity, and justice, and ensure all staff who serve our students have engaged in critical self-reflection and activate an equity lens.
5. The brilliance of **student leaders** will be leveraged as an essential driver for the district's commitment to equity and racial justice.

District Equity Statement

The Tarrytowns School district is committed to creating equitable outcomes for all students and staff. The district established a District Equity Team that meets regularly to promote equity and racial justice and to help monitor and address racial disparities in five areas:

- Communication
- Professional Development
- Curriculum
- Student Leaders
- Hiring, Recruiting and Retention

Partnership with NYU Metro Center

- Continued partnership with NYU Metro Center
 - District Equity meetings - 10/1, 11/5, 12/3, 3/23, 4/7, 5/6, 6/3
 - BOE training - 10/5/20, 1/30/21
 - Staff training - 9/8/21
 - Follow-up sessions by building in the fall
 - SCD 4/5/21

Communications

- **Goals of the Subcommittee**
 - To ensure our communications are equitable and effective
 - To support and emphasize the District's commitment to equity and social justice.
- **Developed a list of "Key Communicators" based on guiding questions**
 - "Key Communicators" = A person or organization who are trusted by others in the community to share and receive information
 - How to people get and share information regarding our District or community?
 - Who are the "Key Communicators" in our community?
- **"Key Communicators" invited to participate in a ZOOM discussion on February 24th to provide feedback and establish partnerships**
 - Based upon your experience, and the experiences of those you interact with, how effective are the TUFSD's communication efforts?
 - What suggestions do you have for improving the effectiveness of TUFSD communications?
- **Reviewed the TUFSD Communications Platforms**
 - Website
 - Remind
 - Social Media: Facebook, Twitter
 - Added Instagram to improve communication
 - Newsletters: *Bridges* and *Horsemen Happenings*
 - Weekly Community Updates: Superintendent (Fridays), District (Sundays), Buildings
 - Videos: Periodic as needed
- **Translation Focus**
 - BOE meetings
 - Newsletters and written communications

Curriculum

- Sharing Culturally Responsive [Framework](#)
- Sharing of Culturally Responsive Curriculum (CRE) [Scorecards](#)
- Development of Timeline for Curriculum Revisions
 - Communication with All Administrators, Departments, & Grade Level Teams
 - Feedback from Student Equity Leaders
- Ongoing collaboration with Professional Development committee
 - Development of PLC's around curriculum work
- Expectations Moving Forward
 - Summer curriculum and beyond

Professional Development

- Created a survey to assess needs from staff for professional development
- Professional Development Sessions
- NYU Metro Center Introductory Sessions/Shared Resources
 - Latinx History & Leaders (Cultural Focus)
 - Discussing and Teaching “Difficult Topics”
 - Culturally Responsive Scorecard ELA & Social Studies
 - STEM Culturally Responsive Scorecard for Science and Math
- Professional Development Topics to Be Offered (a sample)
 - Gender Identity
 - Sexual Orientation

Hiring, Recruitment, Retention

The committee used the DET recommendations to create the following:

- Universal and required set of questions to incorporate into hiring process that explore the depth of knowledge and experience candidates have with incorporating diversity, equity and inclusion into their work
 - Parent training for interview committee ongoing
 - Planning for training with school level interview teams
- Process for exit interviews, that explores the employee's time with the district, reasons for leaving and any blindspots that may not be seen by the district in terms of employee retention
- Candidate pools - have been created from job fairs and recruitment throughout the year, these resumes will be utilized throughout posting periods to recruit diverse and skilled candidates

Student Equity Leaders

- Leverage the voices of our students to listen to and learn from
- HS student equity team (met 11/30, 12/15, 2/9)
- MS student equity team (met 1/9, 3/8)
- Hosted two HS student equity forums - 3/2, 3/18



Next steps

- Continue work on District Equity Policy
- Student equity leaders to facilitate a DET session
- Curriculum audit - on-going and summer
- Continued PD
- Continue review of policies
- Plan for 21-22 school year