



COMMUNITY *conversations*
VIRTUAL *parent education* **SERIES**

UPCOMING CONVERSATIONS

MAY 4
Raising Readers & Diverse Books

Dive into DEIB

Hosted by Division Directors
with
Liz Paige, Director of Ethics & Community

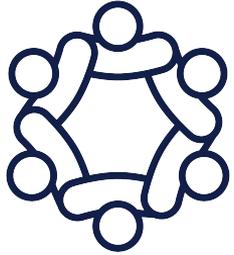


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Agenda

- Our Values
- Thinking About Inclusivity
- Our DEIB Journey
- Highlights of DEIB Curriculum
- Q&A - Discussion

Our Values



Kehilah
Community



Tzedakah
Giving to
Others



Gemilut
Hasadim
Doing Good
& Kind
Deeds

Tikkun Olam
Repairing the
World



Derech Eretz
Respecting
All



Limud
L'shma
Learning for
the Sake of
Learning



Belonging vs. Fitting In

Reflection & Discussion: Belonging vs. Fitting In

- How would you define these terms?
- What do you think it feels like to belong? To fit in?
- How do you know if you belong? If you fit in?
- Why is it important to consider the differences between belonging and fitting in?

Takeaways

- Inclusive spaces means creating a space where more people have the opportunity to feel like they belong.
- Fitting in takes a lot of energy from the individual. Belonging may take special effort from the community, but requires a lot less energy from the individual.
- The people who create the norms of a group/environment have the responsibility to consider who feels they belong & who is simply fitting in

Our DEIB Journey



Our Diversity, Equity & Inclusion Statement

The McGillis School is built on the premise that diversity, equity, and inclusion matter. As a school founded on Jewish values, culture, and history, we understand how vital it is to hear, understand, and learn from those who have been marginalized. We believe a diverse, inclusive community is essential to a rich educational experience, and we support each person in our community to reach their full potential. Commitment to this work is crucial for the long-term viability and success of our School.



Compelled by our purpose to create individuals committed and able to repair the world, our community endeavors to:

- honor each student's individual story and experience
- foster diversity of thought and an open exchange of ideas
- empower students to meaningfully encounter difference
- nurture moral and intellectual growth
- effect change in a dynamic, increasingly interconnected world.

We strive to recruit, retain, and support a diverse student body, faculty, staff, and board.

Diversity matters.



Our Journey

2018-2019

- School's DEI committee is divided into a Board DEI Committee and a Faculty DEI Committee
- Completed the Assessment of Inclusivity and Multiculturalism Study (AIM Study)
- Revised the School's DEI statement
- Faculty DEI committee sought consultant for faculty professional development
- Anti-Defamation League workshop with 6th graders is held

Our Journey

2019-2020

- Administrative Team implementing AIM recommendations
- Offered faculty professional development focused on:
 - Identity
 - Implicit bias
 - Cultural competency
 - White privilege
 - Anti-bias/anti-racist pedagogy
- Sent a group of faculty and one administrator to the NAIS People of Color Conference (POCC) for the first time
- Hosted virtual DEI Parent Education session by Facing History and Ourselves

Our Journey

2020-2021

- First year of TLC for children with language-based learning differences
- Board implemented the practice of an annual DEI training/education for itself
- Director of Ethics and Community assigned to shepherd DEIB work
- DEI workshop for parents on “How to raise an antiracist child”
- Piloting of ADL anti-bias curriculum and Pollyanna Racial Literacy curriculum
- Introduced Gorski’s Equity Literacy Framework to Board & Administrative Team
- Encircle representative visits with Middle School RE: LGBTQ+ community
- Director of Lower School participates in virtual NAIS PoCC
- First DEI Author Study and Visit: Carole & Jeffery Boston Weatherford
- MS students participating in NWAIS Student Diversity Leadership Workshop
- Striving to meet the needs of in-person and at-home learners
- Faculty and Staff read *So you want to talk about race* by Ijeoma Oluo to build their capacity for discussions about race and racism

Our Journey

2021-2022

- Board's DEI committee writes Anti-racist School statement and develops 7 commitments to direct the school's DEIB work
- Adoption of Pollyanna Racial Literacy Curriculum in Lower School Ethics & Cultures classes; curricula throughout the school is being redesigned to include more diverse narratives
- Four faculty and one administrator participate in virtual PoCC
- Director of Ethics & Community attends Index DEI practitioners meeting
- Faculty DEI committee chose Gorski's Equity Literacy Framework and Learning for Justice's Social Justice Standards to introduce to faculty
- *Tikkun Olam One Story at a Time* virtual author visits
- Launching of parent discussion groups (Spring 2022)
- Community Conversations on DEIB (3/23) and Diversity in Books (5/4)

Virtual Diverse Author Visits

TIKKUN OLAM

one story at a time



Kelly Yang
February 18, 2022
Grades 3-6



Kekla Magoon
February 28, 2022
Grades 7-8



Saadia Faruqi
March 11, 2022
Grades K-2



McGillis *repairing the world*

Upcoming Parent Discussion Groups



Engaging Parents In Our Diversity, Equity,
Inclusion, & Belonging Work at McGillis

Tuesday, April 26

6:00-7:30 PM

Parents of BIPOC students
(in-person event on campus)

Tuesday, May 3

6:00-7:00 PM

Parents of white ally students
(Zoom)

Looking Ahead

2022-2023

- Beginning a 3-year DEIB “strategic plan”
- Continued focus on supporting students and families through discussion groups
- Developing and aligning curriculum to the Social Justice Standards
- 3rd year of visiting authors, *Tikkun Olam One Story at a Time*
- Possibly working with a consulting firm, EnGender Ed, for listening sessions and equity literacy framework training
- Middle School students participating in the NWAIS Student Diversity and Leadership workshop
- Creating systems to measure our DEIB work

DEIB Curriculum



Pollyanna Racial Literacy Curriculum, K-5

When equipped with the knowledge, tools, and skills of racial literacy, we believe today's students will shape a more racially just and equitable world.

In our Curriculum, students are presented with opportunities to examine and explore fundamental values related to identity, community, and justice. Additionally, the curriculum ensures that students develop concrete academic and leadership skills that result in a more robust vision of social responsibility and global citizenship.

Without a sincere effort to understand the historical roots and current problems caused by race and racism, we will continue to passively accept the status quo. Helping students become racially literate is one of the best solutions to these persistent problems.



K-2 Themes

Kindergarten: How can I be a member of and celebrate our classroom, school and global communities?

1st Grade: We are part of a larger community – encouraging kindness, social awareness, and empathy by celebrating diversity and inclusivity in our classrooms and the world

2nd Grade: Diversity around the world – How our geography and daily lives connect us

3-5 Themes

3rd Grade: Stories of Activism – How one voice can change a community (and bridge the world)

4th Grade: The development of civilization — How geography gave some populations a head start (dispelling myths of racial superiority)

5th Grade: How “immigration” shaped the racial and cultural landscape of the United States — The persecution, resistance, and contributions of immigrants and enslaved people

Parent Companion Guide

<https://pollyannaincrlc.org/wp-content/uploads/2020/08/RLC-Companion-Guide.pdf>



Existing DEIB Curriculum – Lower School Highlights

Kindergarten - 2nd Grade

- Identity
- Classroom communities
- Toolbox
- Lots of picture books

3rd Grade

- Tell Us Your Story unit
- Communities unit
- Country reports and cultural feast
- *Wish Tree* novel

4th Grade

- Native Tribes studies
- Japanese internment
- Under-represented narratives of American west (gender, race, religion)
- *Riding Freedom, Indian No More, Journey to Topaz*

5th Grade

- Columbus on trial, Colonial America
- Slavery, Civil War
- Civil Rights Movement
- *Where The Mountain Meets The Moon, Number the Stars, Chains*

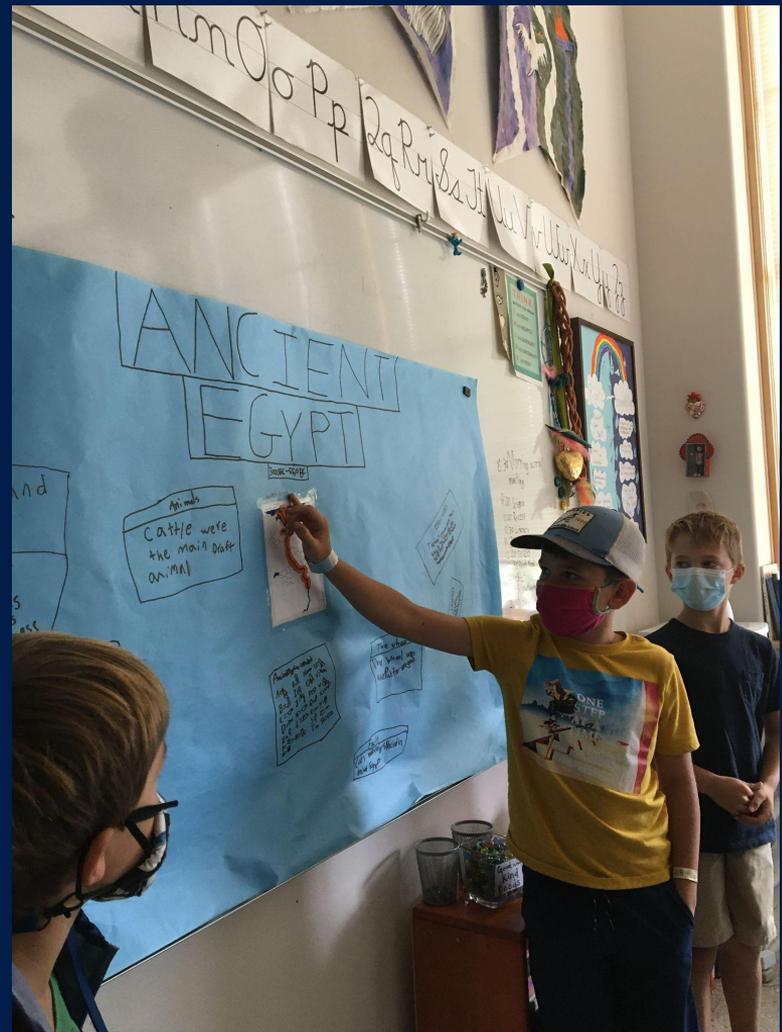
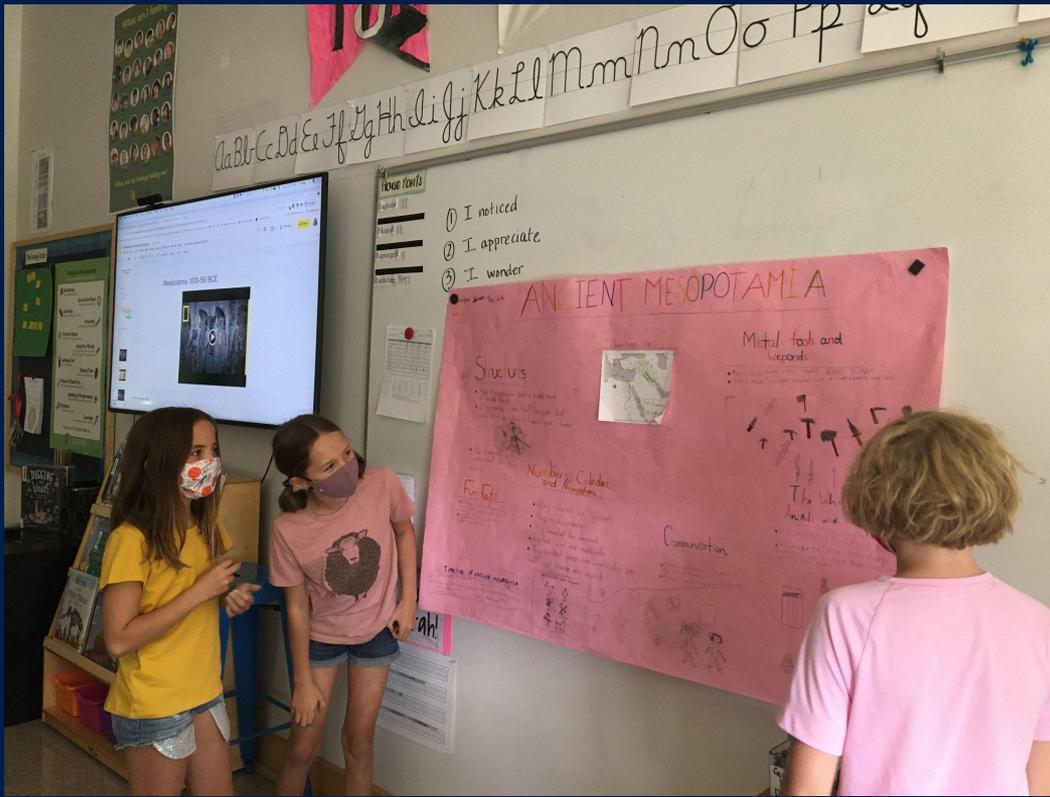
Existing DEIB Curriculum – Middle School

Highlights

- Middle School:
 - Wayfinder “Belonging” series, SEL in Kehilah Crews
- 6th:
 - Study of Dolores Huerta, labor activism and feminism; Purim Spiel study & production – Identity & Justice; Workshop on neurodiversity and autism.
- 7th:
 - Long Way Down; They Called Us Enemy; Becoming RBG; Blank Panther Party – Power & Justice Unit
- 8th:
 - Holocaust Studies, Civil Rights Movement, DC Trip Itinerary Choices

4th graders
discovering for
themselves the
benefits of creating
a community to
meet one's basic
needs.





4th Graders sharing their ancient civilization projects with their peers.



Kindergartners learning about the values of tzedakah and gemilut hasadim in our community by helping with the fall food drive.

In learning about how children in other parts of the world live, 1st graders learned how to play games from different countries.

Here students are playing Mancala, a game that is believed to have originated in Egypt.





Dear Mr Brewer,

It will help the environment if the school would get superchargers for electric cars. It will cost about \$35,000 or so. We were thinking that you could tell parents there is a fundraiser for a supercharger.

The dimensions of a supercharger are about four feet tall by one foot wide, according to our research. We think that if we do our part that the environment will be a safe place.

-Andrew, Paks, Matthew, James, and Nickolos.



3rd graders working on their “Using my voice to change the world” projects.



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Q & A



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Thank you!