



Amityville Union Free School
District

Dr. John W. Coverdale, President
The Center for Workplace
Solutions

September 11, 2019

Many adults spend more time at work than at home, and research shows that by age seven, students begin to form stereotypes about racial “out-groups.” Getting these relationships and perceptions right in our schools is one pathway to a more inclusive society. In education, Diversity and Inclusion is good for staff, good for students, and good for communities.

Amityville UFSD Diversity and Inclusiveness Advisory Council Members

Amityville Community Members

- Sonji Crawford-Clark-UNAYO
- Dr. Veronica Henry SUNY Farmingdale
- Anthony Abate, Sr.

Amityville UFSD Staff

- Reynaldo Bueno, AMHS
- Renee Chandler, Northeast
- Dr. Mary Kelly, District Office
- Earl Mitchell, Miles Middle School
- Andrea Pekar, District Office

Amityville UFSD Parents

- Thomas Goddard, NAACP
- Maria Troche, APTC

Amityville UFSD Board of Education

- Susan Benard-Handler, Trustee
- Carolyn Dodd, President
- Dr. Terry Fulton, Trustee

Amityville UFSD Diversity and Inclusiveness Advisory Council Members

- Are ambassadors of Diversity and Inclusion for the Amityville UFSD (BOE, Administration, school community) and will act as District and community liaisons.
- Will work with school and community leaders to build awareness of the Amityville UFSD Diversity and Inclusion initiatives.
- Will attend council meetings and receive periodic progress reports/updates regarding the status of the Amityville UFSD Diversity & Inclusion initiatives.
- Will partner with the Amityville UFSD to enhance the overall environment of Diversity and Inclusion, while striving to improve the focus on hiring and retaining quality educators.

Diversity and Inclusion

- *Diversity* is defined as differing from one another along one or more relevant dimensions.
- Diversity is about the mix of people invited to the dance.
- Diversity equals representation
- *Inclusion* means an environment where everyone matters.
- Inclusion is how well leaders get the mix of people to dance together.
- Inclusion is about whether all employees can contribute as their authentic selves, with a sense of connectedness to the organization?



Diversity Demographic Shift

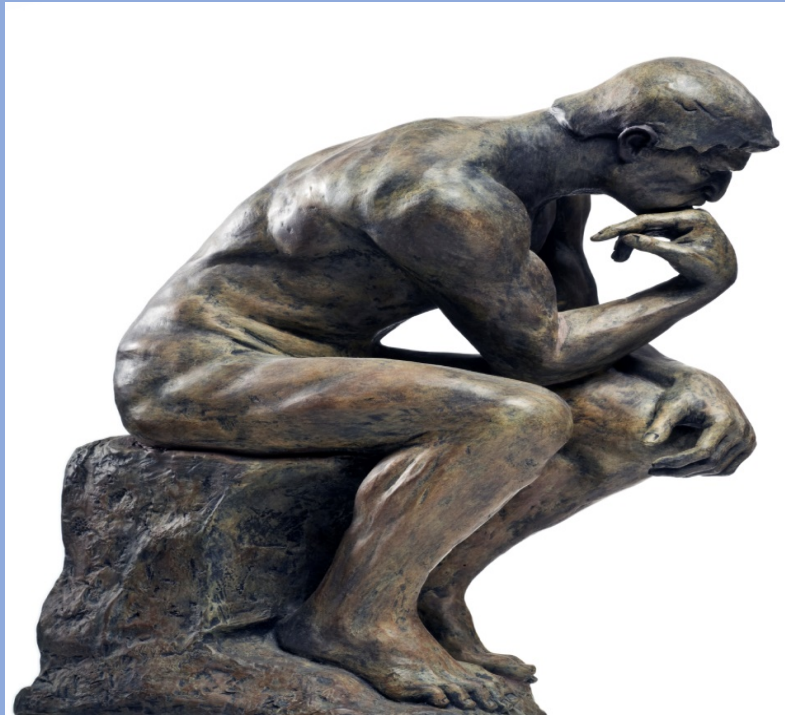
- Single Parents
- Ethnic Origin
- Disability
- Political Ideology
- Dual Career Couples
- Dietary Preference
- Sexual Orientation
- Military Service
- Same Sex Marriage
- National Origin
- Religious Beliefs
- Average Age Increasing
- Gender (more women)
- Race
- Socioeconomic Trends
- Language spoken



Striving for diversity and inclusion, how do we determine future human capital needs, recruit *qualified* applicants, select the best of those applicants as new employees, retain and help to prepare them for success?

Amityville UFSD Diversity and Inclusiveness Advisory Council

Providing *Mindful* and *Agile* Community Leadership!

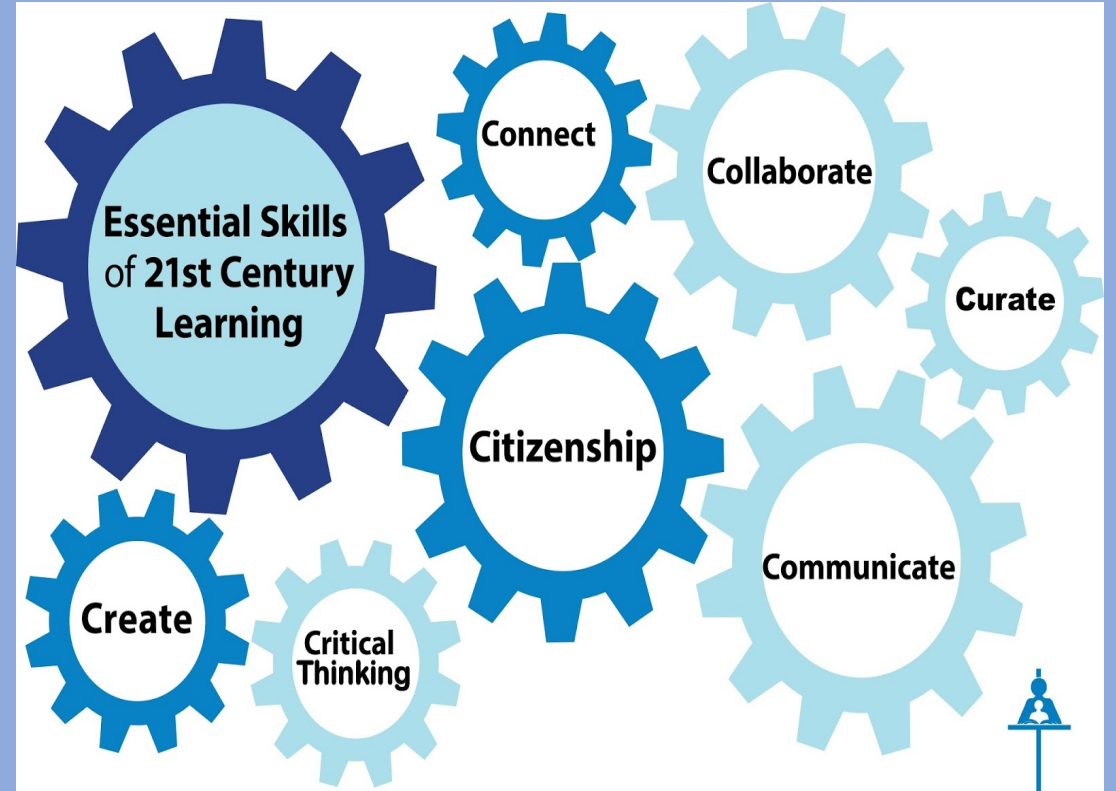


- Does the recruitment, interview, selection process/committee align with district initiatives and act as prospectors for diverse talent?
- How does the district and the community it serves come across to prospective job applicants?
- How easily does the system/organizational culture accept and interact with people (students and employees) who are diverse?
- Is the school and community truly welcoming to people of all backgrounds? What systemic inequities may exist?

Recognizing the Issue **and** Helping to Drive Solutions

- The illiterate of the 21st Century won't be those who can't read or write, it will be those who can't learn, unlearn, re-learn.

Rene' Carayol
Cass Business School
University of London



According to the National Center for Suburban Studies at Hofstra University and the US Census

As of 2017, non-Whites accounted for nearly 45 percent of Long Island's public school students and 36 percent of the general population, but only 8 percent of its teachers. This is about half of the state and national percentages.

According to the National Center for Suburban Studies at Hofstra University

- 28 percent of Long Island's public schools do not have one non-White teacher. This means approximately 80,000 students never see a Black, Latinx or Asian teacher in their classrooms during their K-12 journey.
- 61 percent of Long Island's 642 public school buildings do not have a single Black teacher and 43 percent have no Latinx teachers.

Reports have found that startling numbers of women working in science, technology, engineering, math (STEM) ...the same industries that schools are urging girls to pursue, are considering leaving those fields because of gender bias.

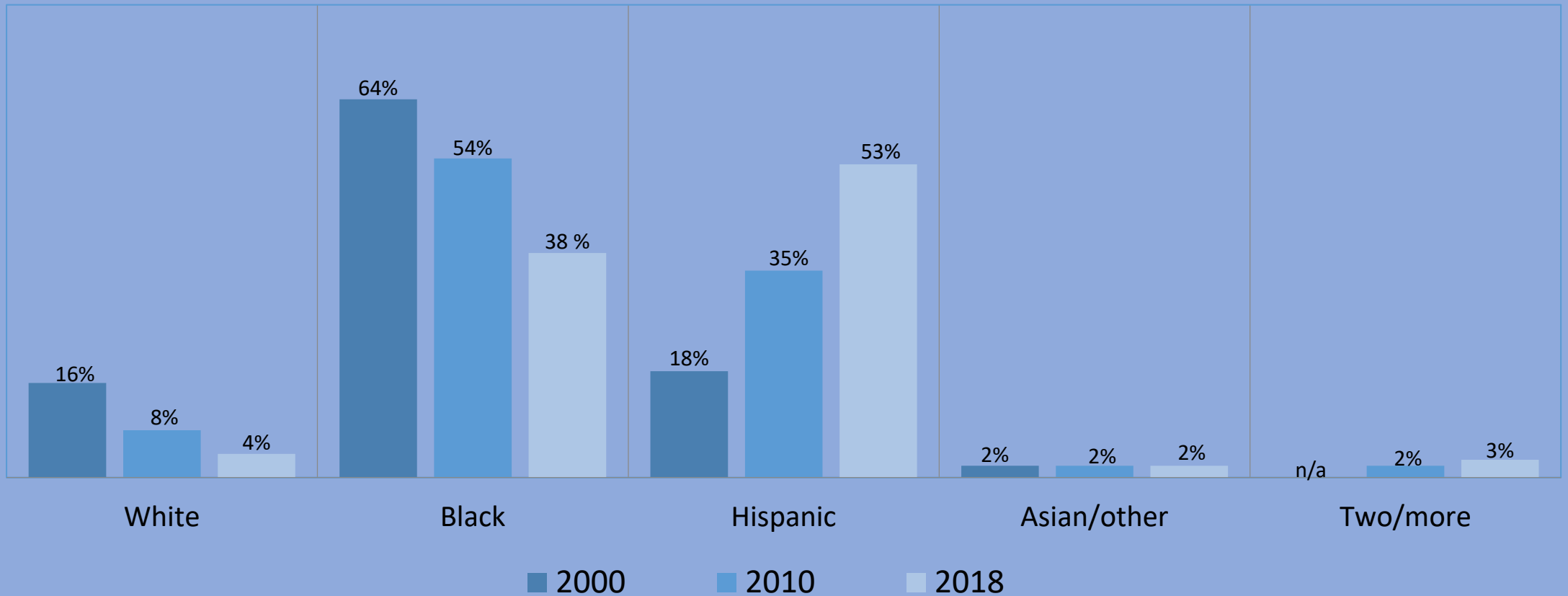


32% of women in the United States were considering leaving their field within a year, citing “bias, hostile macho cultures, extreme work demands, and the inability to see a future in the field.”

How future ready are students who, while on their K-12 journey, encounter few if any people in positions of responsibility or authority who look like them? Similarly, how future ready are students who only encounter people who look like them?

Amityville UFSD

Racial/Ethnic Breakdown of Student Enrollment



Amityville UFSD
Racial/Ethnic Breakdown of Teachers

School Year	Asian/Native American/Other	Black	Hispanic	White	Total Diversity AUFSD
2019-2020	2%	8%	10%	80%	20%
2018-2019	2%	8%	9%	81%	19%
2017-2018	3%	7%	8%	82%	18%
2016-2017	3%	7%	7%	83%	17%

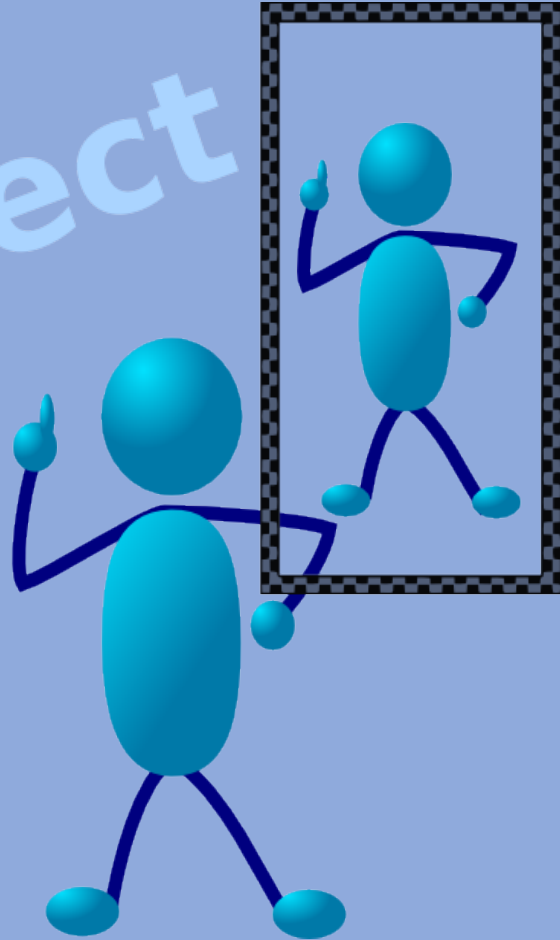
State and Regional
Racial/Ethnic Breakdown of Teachers

Region	Asian/Native American/Other	Black	Hispanic	White	Total Diversity
New York	1%	8%	7%	84%	16%
Long Island	1%	3%	4%	92%	8%
Nassau	1%	4%	4%	91%	9%
Suffolk	1%	2%	4%	93%	7%

Summary of Amityville UFSD Initiatives to date

- Review staff demographics (age, gender, ethnicity, religion or belief, sexual orientation, disability) Who is underrepresented?
- Review retention rates.
- Review organizational biases.
- Review job descriptions and advertisements for gender sensitive words and qualifications that might be barriers to diverse hiring.
- Communicate information regarding job opportunities to regional professional organizations which represent people of color.
- Participate in two grant-funded partnerships with local colleges and universities to provide:
 - placements for student teachers of color;
 - opportunities for teacher assistants and aides to pursue their teaching credentials while employed at AUFSD.
- Participate in regional diversity job fairs.
- Provide ongoing professional development for all staff on Implicit Bias.
- Rely more on existing coalitions within the school community to communicate employment opportunities.
- Hosted District diversity fair.
- Communicate information regarding job opportunities to colleges and universities in metro New York City region, and HBCUs.
- Provide opportunities for high school students to explore teaching as a career and earn entry level course credits in education through a partnership with St. Joseph's College.
- Implement a Diversity and Inclusiveness Advisory Council;
- Hired a human resources consultant who is well-versed in best practices.

Reflect



How do we engage the school community to embrace the need for change, to enhance collective social and emotional intelligence, and move past base level knowledge on diversity, and aim squarely at creating environments that reflect a core value of inclusion?

“The stunning fact is that we are role models for our 6 year olds. They want to be like us. If we hold stereotypes or biases, they are introduced to them also. Our children are ‘taking data’ on how the adults in the culture act. Our stereotypes become their stereotypes.”

Andrew N Meltzoff-The Washington Post January 26, 2017

A close-up photograph of a typewriter keyboard. The focus is on a single key that has the word "Questions?" printed on it in a classic typewriter font. The key is slightly raised and has a metallic, worn appearance. The background shows other keys and the dark frame of the typewriter, but they are out of focus. The lighting is soft, highlighting the texture of the key and the ink of the printed text.

Questions?

