

The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are in various dynamic poses, such as dancing, jumping, walking, and standing with arms raised. The color palette for the figures includes shades of orange, red, yellow, brown, and grey. The central text is contained within a white, rounded rectangular area.

# Update on Equity & Inclusion Work in Region 15

Dr. Carrie Chiappetta  
Assistant Superintendent  
Board of Education  
May 10, 2021

# This Evening's Agenda



1. History of the Equity and Inclusion Work in Region 15
  - a. How/Why it Started
2. The Work This Year
  - a. TIR Position & Examples
  - b. Global Citizenship & Character Advisory Committee →  
Equity & Inclusion Council
3. Why This Work is Important
4. “Thank You” to the E&I Council Members ❤️

# History of the Work



# Reason for the Initial Committee

The *Global Citizenship & Character Advisory Committee* was established during the 2017-2018 school year.

- Isolated events affecting some students over past years
- 21st century learning expectations
- Population/Demographics Changes in R15

Started out with a committee of 20 members



	October 2007	October 2020
American Indian/Alaska Native	0.24%	0.11%
Asian	3.2%	5.1%
Black or African American	1.7%	2.0%
Hispanic/Latinx	2.4%	6.6%
Native Hawaiian/Pacific Islander		0.14%
2 or More Races		2.9%
<b>Total</b>	<b>6.82%</b>	<b>16.85%</b>

	October 2007	October 2020
English Language Learners	0.8%	1.4%
Free/Reduced Lunch	2%	13.9%
Special Education	13.7%	17.7%

# Four Areas of Focus

To ensure that students:

- feel welcome in the schools
- are safe in the schools
- have opportunities to participate
- have opportunities to learn

Development of a Three-Year Plan  
With Goals and Action Steps

# Advisory Committee 3 Goals:

1.To nurture, in students, lifelong respect and compassion for themselves and other human beings regardless of *race, ethnic origin, gender, social class, disability, religion, appearance, or sexual orientation*.

2.To nurture, in staff, lifelong respect and compassion for themselves and other human beings regardless of *race, ethnic origin, gender, social class, disability, religion, appearance, or sexual orientation*.

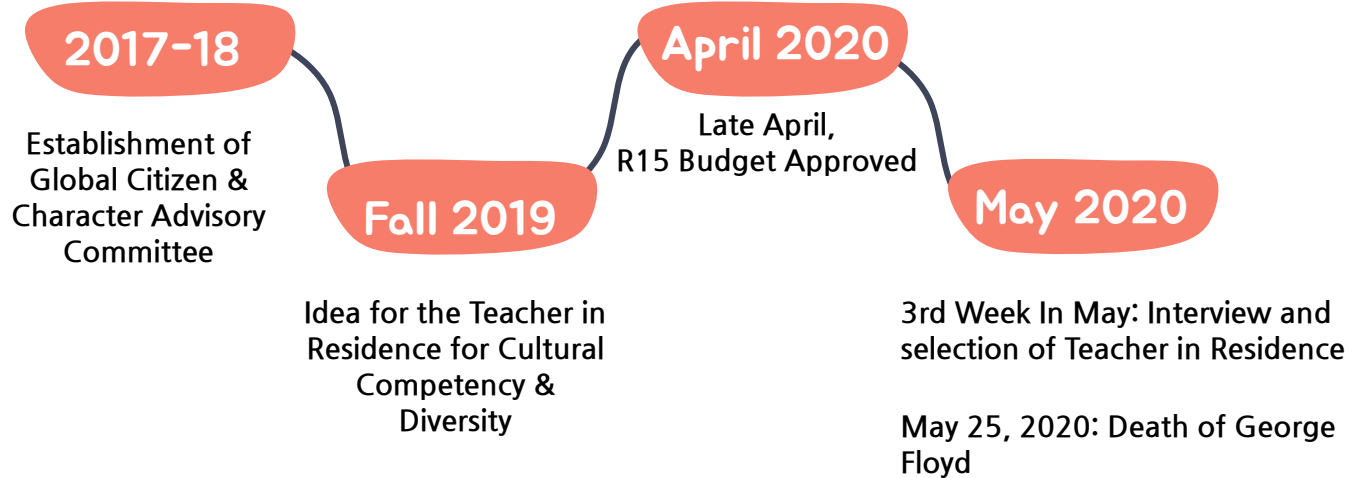
3.To revise curriculum to reflect a broad range of knowledge and information which illustrates varied and diverse contributions to history, the arts, science, mathematics, and literature.

## A Few Examples of the Work From 2017-2020

- Anti-Bias Training for select staff
- Evening presentation on the importance of multiculturalism
- Initial meetings with community members
- Restorative Practices Training for Elementary/MS staff
- RULER Training for some schools
- “Becoming an Ally” Training for MS students
- MS Presentation on Bias
- Numerous conferences, training on Equity, Inclusion, Bias
- Training on Bias for R15 Administrators
- Revision of curriculum/creation of courses at HS
- “Strengthening the Bonds of Our Community” meetings



# Timeline Up Until Last Spring



# Letters From R15 Graduates

My name is \_\_\_\_\_, and I am a Pomperaug High School Class of 2016 alumna.

I am extremely grateful for the education that Region 15 School has given me. However, I feel it failed to teach me and the rest of my community about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote race-awareness learning and anti-racism in our school district, including:

1. Add diversity, compassion, and anti-racism to the core curriculum of the Region 15 School district as a course or otherwise
2. Increase diversity training for and the diversity of teaching staff, administration, and disciplinary figures
3. Hold students who say or do discriminatory or offensive things accountable for their actions

Please do your part in creating a better educated, more compassionate community.



2020-2021

# Teacher in Residence for Cultural Competency & Diversity





# Role of TIR

- Assists teachers in Grades PK-12 in developing their cultural competence and also in developing/delivering lessons through this lens
- Assists curriculum committees in the design and development of curriculum so that it is inclusive and addresses diversity
- Assists with the overall training of diversity initiatives and programs and develops strategies for improvement
- Assists in the planning of the Advisory Committee on Global Citizenship & Character and the “Strengthening the Bonds of Our Community” meetings
- Develops ways to foster community participation/support for the work
- Acts as a resource to classroom teachers in the implementation of cultural competence within the classroom
- Works with teachers individually by school, by grade level, by department, or as a entire group to provide practical supports, strategies, and instruction on inclusivity



# TIR Work: At A Glance

- Classroom collaborations:
    - **66** staff members
    - **108** classrooms
      - *Multiple* collaborations throughout the school year with many of these classrooms
        - If 20 students were in each class, **approx. 2,160** students
  - Professional development sessions with **> 300 staff members**
  - **657** total engagements to date
-

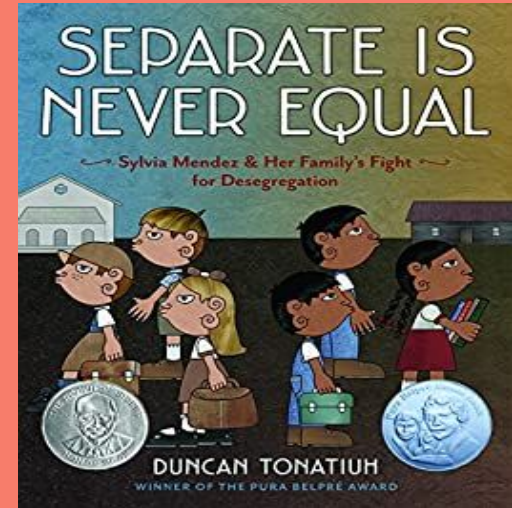
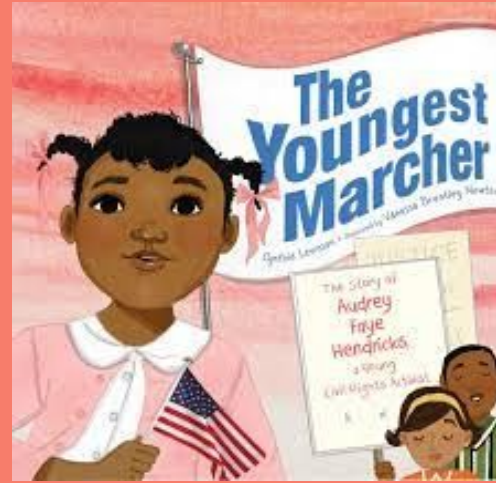
# Staff Professional Development Examples

- Diversity, Equity & Inclusion (DEI) New Hire Series
- Anti-Bias & Anti-Racism 5-Part Series: All paraprofessionals, secretaries, general assistants
- Music Department: DEI in Music Education, Diversity in Secondary Music
- Math, Science, & Equity Department Meeting Sessions: 2 with each middle school & high school department, total 8 sessions
- Representation Matters: Inclusivity in Read Alouds & Mentor Texts: Elementary Classroom Teachers
- Pop-up professional learning sessions on Wednesday ½ days
- Gender Inclusivity: PHS PE department, Inclusive Health & Puberty in Education Practices Grades 6-12 PE



# High School Collaboration Example

10th Grade, US History  
&  
Grade 4, Social Issues Book  
Clubs (ELA)

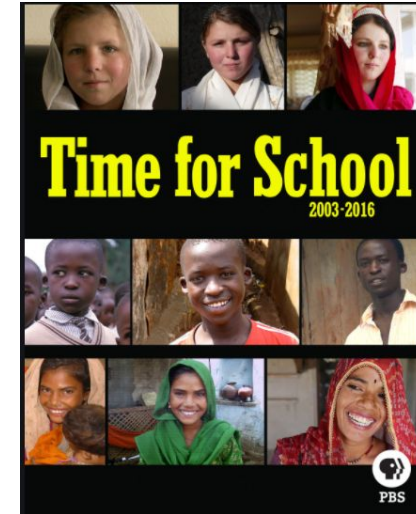
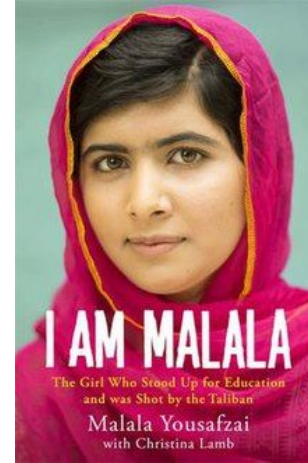


# Middle School: Classroom Collaboration Example

## Global Communications

### Article 26, Right to education:

- 1) You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- 2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
- 3) Your parents should have a say in the kind of education you receive.



## Some students' thoughts...

“When I was younger, I never understood that every place is different and everyone is different. I mostly thought that kids can always have the access to go to school and learn but, growing up I've realized I am very fortunate to be able to do school everyday and learn. I also would take things for granted and now from experience I've learned never take anything for granted, be grateful but you can't count on everything always being there.”

“I value education but I don't value it enough because there are some children in the world that don't have the opportunity to have a education, so I think I should be more grateful that I have access to education.”

“I just would like to let you know I really enjoy your class. I was talking to my mom about it and it made me realize how much I want to be a public speaker and help people all around the world with global issues.”

# Elementary Collaboration Example

Grades 2, 3, 4 Math Class:  
Classroom teachers TIR,  
Elementary Math Coach,  
Technology Integration  
Specialist

No one is born knowing math and no one is born lacking the ability to do math.

Scientific evidence suggests the difference between those who succeed and those who don't is not the brain they are born with...

- but their approach to life,
- the messages they receive about their potential,
- And the opportunities they have to learn.

# The Mathematicians Project Video

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TO

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Andrew O

Lonnie G. Johnson



Robert C

Robert michael white



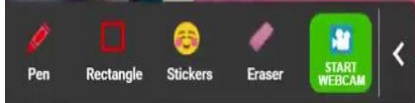
Chase G

Dr.Patricia Bath :P



Domenic C

Kelvin Doe



Declan K



Madeleine P



Payton S

The image features a central text block surrounded by numerous stylized, flat-design illustrations of people. These figures are depicted in various dynamic poses, such as dancing, jumping, and walking. They represent a wide range of ethnicities, ages, and styles, with clothing including casual t-shirts, jeans, overalls, and more formal dresses. The background is plain white, making the colorful figures and the dark text stand out.

# Global Citizenship Becomes Equity & Inclusion Council



# Region 15 Theories of Action

\* Particularly ToA 1 & 3



# Region 15 Theories of Action

1. If we foster schools that are welcoming and inclusive to all students, then students will feel valued and they will be better able to access their learning.
2. If we improve our ability to align assessments to curriculum, improve our data culture, and increase our analysis of student learning, then we will be more equipped to provide meaningful student engagement and increased achievement.
3. If we embrace communication, transparency, and collaborative relationships within ourselves and the community then we will improve trust and participation in supporting our students.
4. If we increase and promote access to career pathways, curriculum, and shared instructional experiences then our district will prepare students for the world they will enter after their time with us.



## Diversity

Includes: race, ethnicity, gender, sexual orientation, age, size, socioeconomic status, ability, language, etc.

## Equity

Truly inviting all; ensure all are & feel welcomed; participating fully in decision making & development of organization

## Inclusivity

Promoting just and fair inclusion, and creating conditions in which everyone can participate, prosper, and thrive



# Cultural Competence

(and humility)

# Updated Goals



1

*For Region 15 students*

2

*For Region 15 staff*

3

*For members of the  
Middlebury and Southbury  
communities*

to respect and have compassion for all aspects of diversity: race, ethnicity, gender, social class, ability, religion, appearance, and sexual orientation.

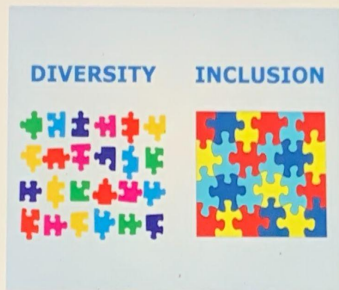


# Some Work THIS YEAR by the E&I Council

- STEM Panel
- Tribury Reads
- PHS Embrace Diversity Club
- PHS Freshmen Meeting for BIPOC
- MS Ally Training
- Pilot of HS mentoring program at 1 elementary school
- DEI Training for R15 New Hires
- Multiple Training Sessions for R15 support staff, PK-12
- Teacher Residency Program
- E&I Monthly Newsletters
- Posters hung in MS/HS Bathrooms explaining where students can get help (worked w/SMART)
- Print, bind, laminate book from a HS students & provide copy to all elementary schools
- Developed interview questions related to equity & inclusion for admins and R15 staff
- E&I Website (coming soon)



# Middlebury and Southbury Equity & Inclusion Council



*Our Mission: For members of the Middlebury and Southbury communities, encompassing our students and staff in Region 15 Schools as well as our neighbors, to inspire, respect and encourage compassion for all aspects of diversity: race, ethnicity, gender, social class, ability, religion, appearance, and sexual orientation*

## Middlebury & Southbury Equity & Inclusion Council Website - Coming Soon!



### Our Commitment to the Community

In October, 2020 the Equity & Inclusion Council was formed to involve multiple members and organizations of the local community who recognized the need for equity and inclusion to be a community-wide focus.

COMMUNITY  
RESOURCES



### Our Work within the Community

MEETING OUTLINES

REGION 15 SCHOOLS EQUITY & INCLUSION NEWSLETTERS

COMMITTEE MEMBERS



### Upcoming Events and Programs in our Community

How to talk to your children about anti-semitism.  
This is an upcoming virtual event hosted by the ADL of Connecticut, please follow the link to register:

<https://adl.com/us/-/register/55N-33aPV1FuQgQCLonMfPmms>

The image features a central light blue rounded rectangle containing the text "Why is This Work Important?". Surrounding this central element are numerous stylized, colorful illustrations of people in various poses and outfits, representing a diverse group of individuals. The people are depicted in a flat, modern art style with bold outlines and a limited color palette of oranges, yellows, blues, and reds. They are arranged in a circular pattern around the central text, with some standing, some walking, and some in dynamic, expressive poses. The background is plain white, making the central text and the surrounding figures stand out.

Why is This  
Work  
Important?

- Safety/Mental Health:
  - “Hurt Kids Hurt Kids…” and then grow up into adults
    - Article: *How Bullied Children Grow Into Wounded Adults*
- Colleges and Universities
  - Some admission essays have students write about the importance of diversity and inclusion
  - Requiring training related to diversity for their leadership, faculty, staff, and students and some require students to take a certain class/classes



- Economic

- \*Companies:

- Ensuring the representation of diverse talent
    - Strengthening leadership & accountability for inclusion and diversity
    - Ensuring equality of opportunity through fairness and transparency
    - Promote openness and tackle microaggressions
    - Foster belonging through unequivocal support for multivariate diversity
      - Investing millions of dollars in training their employees in cultural competency
      - Taking actions to strengthen both inclusion and diversity

According to the McKinsey Report, “Companies in the top quartile for both gender and ethnic diversity are 12% more likely to outperform all other companies in the data set” (p. 24).



**We heard from 2016 R15 graduates who  
said they entered a diverse world that  
they were not ready for.**

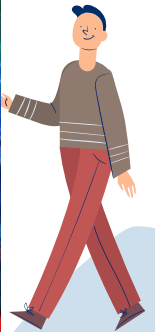
**We all owe it to the students to prepare  
them for the world they enter.**





**Diversity** is a fact.  
**Equity** is a choice.  
**Inclusion** is an  
action.  
**Belonging** is an  
outcome.

- Arthur Chan





In Closing...

## Eight Steps To Successful Change - John Kotter





**NEVER DOUBT THAT A SMALL GROUP  
OF THOUGHTFUL, COMMITTED  
CITIZENS CAN CHANGE THE WORLD;  
INDEED, IT'S THE ONLY THING THAT  
EVER HAS.**

**- MARGARET MEAD**

