Let’s Connect

As you enter the Zoom Meeting, enter the following into the chat box:

- Name
- Gender pronouns
- Race and/or Ethnicity
- First piece of music you ever bought :)

Let’s Connect
Advisory Committee for Global Citizenship & Character / Strengthening the Bonds of Community

October 7, 2020
Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.

- bell hooks
A girl

# black lives matter

I lived in the Philippines 9 years

I have really weird abilities

I like French fries

I like potato

I love baguette

German

Barbadian

Human

Dislecsic

I want people to see me

Swedish/nice

Diabetic

German

Anxious

Tip toe walker

Nervous

Nail biter

Ruth Bader Ginsburg lover

Fifth grader

Child

Emotional

Musti

Happy

Very excited
Lifting Up Work

There is a lot of incredible work being done in the Region 15 community.

- Committee member April Swiger recently served as panelist on intersections of parenting, race, and faith
- Initial club meeting for Black, Indigenous and Students of Color at PHS where students shared their vision

Please share your good work, so we may celebrate it.
Agenda

01. WHO WE ARE & WHERE WE’VE BEEN
   Purpose, name, recap goals & objectives

02. WHAT’S ACCOUNTED FOR
   Review specific progress

03. STOCK TAKING: GOALS
   How do these fit? Some other wording?
   Additional goal?

04. OBJECTIVES THEMSELVES
   Which should be sustained? Anything else?
Our Norms

1. Stay Engaged
2. Speak Your Truth
3. Experience Discomfort
4. Expect and Accept Non-Closure
Logistics

**Minutes & Agendas**
E. Birden will keep minutes when in large group. Will be housed on Equity & Inclusion portion of website.

**Small Group Roles**
Designate facilitator, notetaker, & speaker. Email equity_inclusion@region15.org your group’s notes.

**Small Group Work**
What will happen in between meetings? Submit in advance of next meetings: what group worked on in interim, agenda for next meeting.

**Future Meetings**
Next meeting will be soon: **October 21**. To finalize goals, objectives, and subcommittees and get to some good work.
The mission of Region 15, a collaborative community committed to excellence, is to educate every student to be productive, ethical, and engaged in a global society through proven and innovative learning experiences supported by its strong community whose decision-making is based on the best interest of all students.
Theories of Action

* Particularly ToA 1 & 3

Region 15 Public Schools

Creating coherence to foster school improvement and student success
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.
Standing on common ground

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

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

Diversity

Cultural competence

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

(National Equity Project, 2020)
Cultural competence (and humility)

01. Positive attitudes toward cultural differences
02. Knowledge of different cultural practices and worldviews
03. Developing cross-cultural skills
04. Awareness of worldview

Cultural Competence: ability to understand and effectively be in community with people across cultures
Goals
2017-2019

# 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:
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
Key

Black Writing – in initial document & action occurred

Blue Writing – in initial document & did not occur

Red Writing – additional actions occurred
Goal 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.
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Courses: Conversations on Race, Human Rights, Contemporary Issues</td>
<td>Meeting w/businesses, libraries, historical societies, chamber of commerce, etc.</td>
</tr>
<tr>
<td>R15 Learner Expectations</td>
<td>School Assemblies about respect for differences (K-12)</td>
</tr>
<tr>
<td>ADL Step UP! Presentation (MS)</td>
<td>Establish sister school(s) in another district</td>
</tr>
<tr>
<td>ADL Ally Training for MS (yearly)</td>
<td>Advisory Period at HS/MS</td>
</tr>
<tr>
<td>Names Can Really Hurt program (HS)</td>
<td>Health/Development Guidance Curriculum (K-1, MS, HS)</td>
</tr>
<tr>
<td>Restorative Practices (K-8)</td>
<td>HS Semester 1 Projects from HS students to MS/Elem students</td>
</tr>
<tr>
<td>Co-Sponsor an evening for students on diversity with community organizations such as historical society, local libraries, etc.</td>
<td>Conversations @ Quinnipiac University</td>
</tr>
<tr>
<td>R15 Cultural Celebrations</td>
<td>Beginning Implementation of R.U.L.E.R</td>
</tr>
<tr>
<td>Co-sponsor programs re: diversity (ex. with Historical Society)</td>
<td>Clubs/Meeting at HS (LGBTQ+, Student of Color)</td>
</tr>
<tr>
<td>School-based Character initiatives</td>
<td></td>
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</tbody>
</table>


**Goal 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.
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Orientation for New Staff re: diversity &amp; respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Bill Howe community presentation on multicultural society</td>
<td></td>
</tr>
<tr>
<td>NCCJ Anti Bias Workshop (2018, 2019, 2020)</td>
<td>Speaker for Convocation</td>
</tr>
<tr>
<td>Responding to Hate &amp; Bias (CABE)</td>
<td>Harvard Graduate School of Education: Race, Equity &amp; Leadership in Schools</td>
</tr>
<tr>
<td>Dismantling Racism Conference (2018, 2019, 2020)</td>
<td>Ally Training for (MS Students) &amp; 2 MS Staff</td>
</tr>
<tr>
<td>SEL Network at CES</td>
<td>Building administrators communicate to staff the continued expectation to build relationships with all students that affirms the value within this goal – and to be aware of the barriers</td>
</tr>
<tr>
<td>Classrooms will have artifacts that represent culture related to their curriculum</td>
<td></td>
</tr>
<tr>
<td>Professional learning on delivery of new content related to differences</td>
<td></td>
</tr>
<tr>
<td>Action Steps</td>
<td></td>
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<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Best Practice in Social Justice (online course)</strong></td>
<td>Trauma-Informed Family and Community Engagement</td>
</tr>
<tr>
<td><strong>Workshop on Human Rights</strong></td>
<td>K-12 Education During the Pandemic: What's at Stake to Ensure Equity for Our Students</td>
</tr>
<tr>
<td><strong>Cultivating Safe Classrooms</strong></td>
<td>Culturally Responsive Teaching: How to Improve Your Impact in the Physical or Virtual Classroom</td>
</tr>
<tr>
<td><strong>What Can You Do About Racism?</strong></td>
<td>Building Holocaust Instructional Materials: Teaching Through Hope</td>
</tr>
<tr>
<td><strong>Ways to Productively Address, Hurtful, Biased Comments of Actions</strong></td>
<td>Antiracism Journal Project</td>
</tr>
<tr>
<td><strong>Rigor &amp; Relevance</strong></td>
<td>Teacher in Residence</td>
</tr>
</tbody>
</table>
Goal 3: Revise curriculum to reflect a broad range of knowledge and information which illustrates varied and diverse contribution to history, the arts, science, mathematics, and literature.
<table>
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<tr>
<td>Revise of Gr 4 ELA Unit</td>
</tr>
<tr>
<td>Revise of Gr 4 SS Unit</td>
</tr>
<tr>
<td>Revise Grade 8 SS Civil War Unit (Will be revising all MS SS)</td>
</tr>
<tr>
<td>Revision of MS/HS English titles to include diverse characters, authors,</td>
</tr>
<tr>
<td>situations, etc.</td>
</tr>
<tr>
<td>Develop committee to determine age appropriateness of social justice topics</td>
</tr>
</tbody>
</table>
Taking Stock of Goals: Breakout Groups

How do these goals still fit with our purpose?

Same wording?

Additions, revisions?
Our Goals Are Our Map

Debrief breakout group conversation on goals
Layering in the Objectives

**Goal 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

**Objective 1:** To develop school based programs that foster a sense of belonging, safety, and wellness

**Objective 2:** To develop community partners that will address multicultural priorities and values within their range of activities for students outside of school

**Goal 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

**Objective 1:** Staff will develop an awareness related to valuing differences among staff and students

**Objective 2:** Staff will demonstrate an appreciation and depth of knowledge related to valuing differences among staff and students

**Goal 3:** 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

**Objective 1:** Staff will develop an awareness related to valuing differences among staff and students

**Objective 2:** Staff will demonstrate an appreciation and depth of knowledge related to valuing differences among staff and students
Now focus on objectives: breakout groups

Similar process, just more granular

- Which should be sustained? Changed?
- What should be added?
Our objectives will more specifically determine our next actions.

Debrief from 2nd breakout group.
Next Steps

Finalize goals and objectives
Based on your work this evening
Will send to you via email asap

So that we can...
Turn up the dial and get to work on specific action
Announcement of Future Meetings

Oct. 21 @6pm

Forthcoming poll regarding your scheduling preferences for meetings for remainder of the year
Remember:
Notetaker: Please email your breakout group’s notes at your earliest convenience to:

[Email address]

Thank you!

Follow on socials!
IG: @r15equity_inclusion
Twitter: @r15equity
What’s Our Name? - POLL

1. Advisory Committee on Global Citizenship & Character
2. Strengthening the Bonds of Our Community
3. J.E.D.I. (Justice, Equity, Diversity, Inclusivity)
4. J.E.D.I. (Justice, Equity, Diversity, Inclusivity) Masters
5. Stronger Together
6. S.M.I.L.E. (Southbury Middlebury Inclusive Learning Ensemble)
7. Equity & Inclusion Council
"Often, people are waiting for a leader to come along. You don't have to wait for someone else."

—Bettina L. Love

(Love as cited in Stoltzfus, 2019)