

ORCSD Vision

ORCSD is a place where students, parents, staff, and community members’ work together to foster a life-long passion for learning and engage all students in developing the skills and knowledge they need to further their education; participate as citizens, succeed in the work-place; live healthy lives; and, thrive in the 21st century. In the ORCSD students, teachers and community members take pride in our schools and understand that each of us has a role to play in ensuring their success.

We create safe, stimulating learning environments where all students are challenged and excited by the opportunities to learn; where students and teachers alike feel it is safe to take creative risks; and where every member of our community is known and valued.

During their time at ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world.

DEIJ Position

DEIJ Director Job Responsibilities	District Goal (connections with Strategic Plan)	Effort & Status Absent, Emerging, Maintaining, Accomplishing	District Needs	Short Term Goals
1. Recognizes and explicitly communicates the need to center the concepts of inclusivity, equity and justice within SAU 5 and helps share compassionate, equitable, and humanizing policies, practices, and procedures throughout the district.	See Strategic Plan and District Vision	Emerging – ongoing	Expertise and time to ensure that anti-racism, equity, and justice are a continued focus in policies, practices and procedures.	Assess climate and culture of schools. Examine procedures, policies and classroom practices with a lens of DEIJ.
6. Collaborates with the senior leadership team to	By 2024, the ORCSD will have increased staff	Emerging - Senior leadership collaborates to	Expertise and time	Examine procedures, policies and classroom

<p>ensure fair and equitable treatment of faculty, staff and students. Assist in addressing discriminatory acts, processes, and policies including restorative practices.</p>	<p>diversity while assuring a welcoming, inclusive environment free of harassment and discrimination. While assuring a welcoming, inclusive environment free of harassment and discrimination.</p>	<p>ensure this is occurring. For example: Policy work has occurred and PD around restorative practices has begun however hiring practices has been an area of need as is a coordinated effort to ensure this work continues to progress.</p>		<p>practices with a lens of DEIJ including hiring and retention practices</p> <p>Ensuring implementation of Restorative Practices</p>
<p>2. Leads school-based DEIJ teams focused on the development and implementation of equitable programs, practices, and policies in order to build capacity around DEIJ work among faculty.</p> <p>5. Plans and leads professional learning experiences throughout the year to address ongoing and ad-hoc needs around DEIJ issues.</p>	<p>By 2024, K-12 curriculum will be inclusive with respect to content and student experience, embracing and affirming all social identities among students and staff.</p> <p>ORCSD Racial and Educational Equity, NH Listens Summary Report 2020-2021 as well as Sustainability Report</p>	<p>Emerging - Expected to begin during the 2021-2022 school year</p> <p>Emerging - Expected to begin the 2021 - 2022 school year</p>	<p>Expertise and time to work with faculty and staff – providing PD and curriculum and instructional guidance around DEIJ</p>	<p>Provide professional development to faculty and staff around DEIJ as well as curriculum and instruction review practices</p> <p>Examine NH Listens Report and Sustainability Report with faculty, staff and leadership. Work towards developing K-12 equity and inclusion competencies with faculty.</p>
<p>3. Serves as a member of and trainer for the SAU senior leadership team focused on creating, implementing, supporting, and sustaining anti-racist, anti-biased,</p>	<p>By 2024, the ORCSD will have the tools in place so that students and staff can respond appropriately and supportively to incidents of harassment or discrimination.</p>	<p>Absent/Emerging - efforts with outside PD and contracted services.</p>	<p>Expertise and time to work with schools and SAU leadership.</p>	<p>Ensuring implementation of Restorative Practices</p> <p>Ensuring equitable and Inclusive Cocurricular and Extracurricular Programs</p>

<p>and social and environmental justice-focused efforts, including support with special programs.</p>	<p>By 2024, all extracurricular and cocurricular activities will offer equitable and inclusive experiences for all students and staff.</p> <p>By 2024, ORCSD will continue to embrace sustainable practice in all decisions made to operate the school district, as well as, embed sustainability concepts and content in curriculum to promote an understanding of our world's limited resources and promote sustainable practices.</p>			<p>Work with administrators to brainstorm academics that can support sustainability.</p>
<p>4. Communicates professionally to a broad range of stakeholders using various mediums and modes that includes, but is not limited to, classroom/school visitations, social media platforms, public speaking events, school board meetings, ad moderated public forums.</p>	<p>By 2024, ORCSD will continuously engage with Durham, Lee, and Madbury residents to assure understanding and support for Equity and Inclusion goals</p>	<p>Maintaining - Ongoing collaborative effort with stakeholder groups.</p>	<p>Expertise and time to work with stakeholders and communicate with the community.</p>	<p>Participate and lead stakeholder committees/groups working on DEIJ district efforts. Including Superintendent's DEIJ Committee.</p> <p>Assist schools with identity-focused affinity groups.</p>

				Build relationships and understanding of the district with all stakeholders.
7. Oversees the development and facilitation of SAU-wide DEIJ interest groups while assisting schools with identity-focused affinity groups.	<p>By 2024, the ORCSD will have the tools in place so that students and staff can respond appropriately and supportively to incidents of harassment or discrimination.</p> <p>By 2024, ORCSD will continuously engage with Durham, Lee, and Madbury residents to assure understanding and support for Equity and Inclusion goals.</p>	Absent/Emerging – This work is happening at the building level with teacher leaders and contracted services but is an area identified in need to sustain and move the work forward.	Expertise and time	Build relationships and understanding of the district with all stakeholders.
8. Develops ongoing assessment, evaluation, and reflection tools and leads progress monitoring efforts toward success around DEIJ goals.	Develops ongoing assessment, evaluation, and reflection tools and leads progress monitoring efforts toward success around DEIJ goals.	Absent	Expertise and time	<p>Gain understanding of district and community.</p> <p>Coordinate efforts and create long term plan.</p>
9. Assists the Superintendent’s Equity and Antiracism Team in preparing for and supporting district-wide initiatives around DEIJ.	Assists the Superintendent’s Equity and Antiracism Team in preparing for and supporting district-wide initiatives around DEIJ to support the ORCSD Vision and Strategic Plan	Absent	Expertise & time	Participate and lead stakeholder committees/groups working on DEIJ district efforts. Including Superintendent’s DEIJ Committee.

<p>10. Serves as a regular and active listener to employees, students, school board, and community members to both gain insight into current concerns and assess the effectiveness of the districts' approaches to equity, inclusion, antiracism, and anti-bias strategies.</p>	<p>By 2024, ORCSD will continuously engage with Durham, Lee, and Madbury residents to assure understanding and support for Equity and Inclusion goals.</p> <p>By 2024, the ORCSD will have the tools in place so that students and staff can respond appropriately and supportively to incidents of harassment or discrimination. While assuring a welcoming, inclusive environment free of harassment and discrimination.</p>	<p>Emerging and Maintaining with senior leadership however the ability to sustain at a coordinated and progressive effort to move the work along is challenged due to time and expertise.</p>	<p>Expertise & time</p>	<p>Build relationships and understanding of the district with all stakeholders.</p> <p>Review current practices & critique for effectiveness.</p> <p>Suggest new approached and support current work</p>
<p>11. Collaborates with faculty/staff to facilitate the understanding that sustainability, equity, and justice issues are inextricably linked and combine environmental, social, economic, and cultural factors in complex and dynamic ways.</p>	<p>By 2024, the ORCSD will have increased staff diversity while assuring a welcoming, inclusive environment free of harassment and discrimination. While assuring a welcoming, inclusive environment free of harassment and discrimination.</p> <p>By June 2024K-12 curriculum will embed sustainability concepts</p>	<p>Absent/Emerging – collaboration with faculty/staff is occurring and could benefit from a greater coordinated/dynamic effort between buildings to ensure district wide equitable understanding</p>	<p>Expertise & time</p>	<p>Participate in stakeholder committees/groups working on DEIJ & a supporting member of the district Sustainability committee</p>

	<p>and content to promote an understanding of our world's limited resources and promote sustainable practices as well as prepare students for college and careers.</p> <p>By 2024, K-12 curriculum will be inclusive with respect to content and student experience, embracing and affirming all social identities among students and staff.</p>			
<p>12. Works creatively with the Assistant Superintendent, and the HR Coordinator on recruiting and hiring to attract diverse qualified candidates and invest in the conditions for their growth and retention.</p>	<p>By 2024, the ORCSD will have increased staff diversity while assuring a welcoming, inclusive environment free of harassment and discrimination. While assuring a welcoming, inclusive environment free of harassment and discrimination.</p>	<p>Absent – we have had minimal success on this goal. A full time DEIJ position would provide dedicated leadership to this goal</p>	<p>Expertise & Time to explore and build connections with possible feeder programs and resources for diversifying applicants.</p>	<p>Review hiring process and modify strategies to better promote diverse applicants. Increase staff diversity.</p>