



ORCSD

Diversity, Equity, Inclusion, & Justice

Working Together to Engage Every Learner



The Catalyst for DEIJ Work
Historical context
Where are we today?
Next Steps

History



- Catalyst; A Racial Incident in 2017
 - Review of history of federal reporting of discipline documentation –
 - No differentiation between bullying and racial incident.
 - Formed DEI Committee
 - Superintendent's Committee includes Parents, Teachers, Administration
 - Held First Community Forum – Standing Room Only Event
 - Mass Training – Andrew Smith from the NH Office of Disproportionate Contact
 - Sadly, in 2018 Andrew passes.
 - ORCSD begins working with NH Listens
 - Overview of work from 2017 – 2021 (Attachments)
 - Revitalized DEIJ Committee
 - Superintendent's Committee includes Parents, Community Members, Teachers, Students, Board and Administration

Today



- Respond to HB2 {Appendix A}
- Proposed plan from NH Listens for 21-22 {Appendix B}
- The DEIJ set goals for the 2021 year, inclusive of an upcoming table/talk forum

Recommendations



Hold two community events in 2021-22

- *Nov. Online "Table Talks" led by NH Listens:* Small facilitated groups (5-8 people); listening to each other's experiences & perspectives; documenting questions/suggestions/concerns. Pre-registration required.
- *Jan./Feb. "Presentation/Forum":* School administrators and teachers could present on what DEIJ looks like in the classroom and building at ES/MS/HS levels - addressing key questions/suggestions/concerns raised at the Nov. event.
- *Will inform the School Board to proceed with event planning.*

Next Steps



- Proposed DEIJ Coordinator

DEIJ Job Description {Appendix C}

From a Student Perspective:

- Why we need a focus on DEIJ
 - In 2017 a Racial Incident Occured
- Progress we have made so far
- How we can continue to improve



Testimony of ORHS Students {Appendix D}

From a Faculty/Staff Perspective:



“Having a dedicated position for this work is **instrumental in making real progress as it relates to DEIJ**. From what I've learned about anti-racist and anti-bias work, progress only comes through meaningful, targeted action. Having a DEIJ coordinator will allow us to better prioritize this meaningful, targeted action.”

-Social Studies teacher

“We need to work on making our faculty and staff more representative of the different affinity groups to which our students belong. A DEIJ coordinator would help us streamline our efforts to make our community **one that is more inclusive and somewhere diverse candidates would want to work.**”

-Math teacher

“The English department is working on inclusion of more diverse texts in our XXX [Teachers of the Lit and Land course especially have been] working very hard on inclusion. I would love to work with someone on that. I would love to learn more about the needs of our transgender and non-binary youth. **I feel unprepared in this arena.**”

-English teacher

Teacher Feedback {Appendix E}

From a Family/Community Perspective:

- Why we need a focus on DEIJ.
- Progress we have made so far.
- How we can continue to improve.





THANK YOU!

APPENDIX A

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

36 Coe Drive

Durham, New Hampshire 03824

Telephone: 603-868-5100 Facsimile # 603-868-6668



August 24, 2021

Dear Faculty & Staff,

Our school system has been a recognized leader in New Hampshire in terms of academic achievement, our work on social-emotional learning and mental health, and for our work on Diversity, Equity, and Inclusion (DEI). DEI has been an integral part of our district and our strategic plan, and we have been deeply involved in this work for the past five years. The goal of this work is to operationalize our vision and mission to support every child, to provide an environment that fosters evolving historical inquiry and critical thinking. While honoring every child's heritage, we work to build a more supportive and inclusive school system. Our school system prides itself on personalizing learning for all and recognizing that prejudice has no place in our schools.

You may have heard comments recently around "House Bill 2", "Divisive Concepts", and/or "Critical Race Theory." Many of these terms are being used interchangeably and incorrectly, so I wanted to clear up some of these misconceptions and to explain how House Bill 2 impacts the Oyster River community.

First - "Critical Race Theory" (or CRT) is a college or law-school level framework through which some scholars view the role of law in creating and perpetuating racism. CRT is intended for higher education students and is not designed to work with a k-12 curriculum. Critical Race Theory is not taught in the Oyster River School District.

House Bill 2, also known as the Divisive Concepts Bill, was enacted at the end of June 2021 as part of the budget in New Hampshire. That bill contains certain prohibitions on staff trainings that the District can conduct, as well as prohibitions on what teachers can teach in the classroom. The administration, the school board, and staff will all be working collaboratively to comply with the legislation. Here are some key points to be aware of as we start the new school year:

1. Schools are still permitted to discuss, as a part of the larger course of academic instruction, the historical existence of facts, topics, and subjects identified in the new law (including prohibited divisive concepts). Schools are also permitted to teach about the existence of racism, sexism, and other forms of discrimination.
2. Schools are prohibited from using programs, including classroom instruction, stating that people:
 - a. are inherently superior or inferior,
 - b. are inherently racist, sexist, or oppressive, (consciously or unconsciously),
 - c. should be discriminated against or receive adverse treatment,
 - d. cannot or should not treat others equally and/or without regard to a protected characteristic.

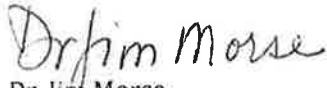
SAU #5
DURHAM, LEE, MADBURY

It is important to note that, while the law prohibits certain elements, it does NOT prohibit instruction on the overall discussion of the importance of equity and it does not prohibit discussion of racism, sexism, current events or other difficult topics. The District's work on DEI is in compliance with the new law and will continue unabated. The board and the administration are proud of the work that our teachers have done with their students in regard to DEI, and we will continue to support them in every way we can to ensure that this critical work is not interrupted.

If you have a concern about curriculum in your child's class, please refer to Board Policy IGE, available on our website. You will also find other policies related to curriculum selection and adoption. Any concerns regarding objectionable course material will be dealt with strictly in accordance with this policy. Any concerns regarding library materials will be dealt with in accordance with policy IJL.

Oyster River is proud of the work we have done to be culturally competent and responsive, supporting all children socially, emotionally, and academically. We continue to be one of New Hampshire's most successful school systems because we continue to focus on the growth of each child and are always looking to grow and improve. The Divisive Concepts bill does not change our goals or our ethos. We look forward to another school year in which we support and advance all learners.

Sincerely,



Dr. Jim Morse

Superintendent, Oyster River CSD

Policy ACA – Racism & Anti-Racism

Policy IGE – Parental Objections to Specific Course Material

Policy IJL – Library & Instructional Materials & Library Resources

Policy & Form IHAM & R – Health Education & Exemption from Instruction Policy & Opt-out Form

ORCSD 2019 - 2024 Strategic Plan



OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
36 Coe Drive
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DEI RESOLUTION

Adopted by OR School Board September 15, 2021

On June 25, 2021, HB 2 was signed into law. Initial drafts of the bill included the controversial prohibition against teaching “divisive concepts,” but this restriction was removed from the final bill which focused on a discrimination against “identified groups.” An FAQ issued by the NH Department of Education, the Commission for Human Rights, and the Department of Justice summarizes HB 2 as follows:

Public employers and government programs are prohibited from training and advocating that one identified group (a group based upon: age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion or national origin):

- Is inherently superior or inferior to people of another identified group;
- Is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
- Should be discriminated against or receive adverse treatment; or
- Cannot or should not attempt to treat members of other identified groups equally and/or without regard to their identified characteristic.

The Board finds nothing in HB 2 or this clarification that contradicts our own robust policies dealing with inclusion, diversity, and anti-racism. In fact, the state’s clarification expressly allows for teaching about race, even when some topics are uncomfortable. However, we are concerned that the prospect of civil suits and “disciplinary sanctions” from the state may have a chilling effect on our efforts to create an inclusive curriculum which honestly addresses issues of bias and race.

In response to HB 2, the Board:

- Affirms its confidence that our teaching staff will continue to open up the curriculum to diverse perspectives, and, in developmentally appropriate ways, celebrate the advances our country has made, and confront the harms of discrimination, past and present.
- Will seek to create opportunities for teachers to inform parents and the wider community about how our curriculum is evolving to be more inclusive.
- Will support any teacher, working within our own guidelines, who is subjected to the penalties or legal exposure made possible by this bill.

Read-Aloud Lesson Plan

Title:

Author:

Illustrator:

Strategy: (example-sequencing)

Goal/Standard/Competency	
Before Reading Preparation with Students	
During Reading – essential questions, focus areas	
After Reading – Extensions	
Vocabulary Lessons	
Notes	

Unit Outline

1. Project Overview

Project Title	Public Product(s) (Individual and Team):
Driving Question	
Grade Level / Subject	
Time Frame	
Project Summary	

2. Learning Goals

Competencies	Habits of Learning
Resources	ORCSD Policies

1.

Project Milestones

Milestone #1	Milestone #2	Milestone #3	Milestone #4	Milestone #5	Milestone #6 8th grade
Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question	Key Student Question
Formative Assessment(s)	Formative Assessment	Formative Assessment	Formative Assessment	Formative Assessment	Summative Assessment

2. Project Calendar

Potential Driving Questions	
Milestone	Project Milestone:
#1	
Competencies	
HOL/ Policies	

1	2	3	4	5
Thoughts & Resources				

Driving Question	
Milestone	Project Milestone:
#2	
Competencies	
HOL/Policies	

1	2	3	4	5

Notes

Potential Driving Questions	
Milestone	Project Milestone:
#3	
Competencies	
HOL/Policies	

1	2	3	4	5
Notes				

Driving Question	
Milestone	Project Milestone:
#4	
Competencies	
HOL/Policies	

1	2	3	4	5

Notes

Driving Question	
	Project Milestone:
#5	
Competencies	
HOL/Policies	

1	2	3
Notes		

Driving Question	
	Project Milestone:
#6	
Competencies	
HOL/Policies	

1	2	3	4	5
Notes				

Internal Process

HB 2 – Complaint

This document is meant to provide guidance. It is acknowledged that this process represents the best intent of the district, but families can bypass or contest this process. As always, at any point faculty and staff has the right to reach out to union/guild representation.

Principal receives complaint

1. Conversation with complainant:
 - a. Ask if teacher has been communicated with
If appropriate suggest a meeting with the teacher to discuss the concerns, then the process below begins *see the teacher process. *Preference is to discuss this with the teacher prior to suggesting this to the parent/complainant. Administrator representation is always available.*
 - b. Gather information/specifics about complaint
 - i. Determine if HB 2 process and ask if parent would like alternative curriculum (contact an Administrator or the Superintendent for guidance with this determination)
 1. If HB 2 - Inform complainant that you will investigate their complaint *start process below and offer alternatives for their student
 2. If not HB 2 Offer alternatives for their student if applicable - IGE
 - c. Send follow up email to parent following up what was discussed
2. Notify Superintendent of complaint and teacher if they are not already aware. Superintendent may reach out to the teacher.
3. If HB2 has been determined or if requested by Leadership - Teacher will be asked to gather information regarding the complaint and report this information to the building Principal and Superintendent within 48 hours (teacher should not speak with complainant without an administrator present). Teacher may determine that they would like to reach out to Guild Representative.
 - a. Lesson of study
 - i. Objective and/or goals
 - ii. Competencies and Standards
 - iii. Resources
 - iv. Formatives and Summatives
 - v. Other
 - b. Information or communication relevant to the complainant
 - i. With student
 - ii. With parent/guardian
 - iii. Other
 - c. Discuss alternatives for student if request was made
4. Meeting with Superintendent and educator
5. Superintendent assesses information and completes investigation to make a finding

Teacher receives complaint

1. Teacher is notified directly by a parent or complainant
 - a. Teacher speaks with Principal
 - b. Gather information/specifics about complaint
 - c. Work with the complainant to rectify the concerns including offering alternatives for their student
 - d. If a solution has been found
 - i. Take notes on communication
 - ii. Inform the building Principal of conversation

- iii. Send follow up email to complainant
- iv. Make appropriate accommodations for student
- e. If a solution has **not** been found
 - i. Inform complainant that the Principal will be notified and until that time the student will be given an alternative
 - ii. Inform the Principal
 - iii. The process with principal notification will begin *see above
 - iv. Send follow up email to parent following up what was discussed and process moving forward

Framing Educational Practices and Curriculum with an Equity and Anti-Racist Lens

A Working Report to Support Dialogue Among Educators

Written for the Oyster River Cooperative School District

By New Hampshire Listens

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September 30, 2021

ABOUT NH LISTENS



New Hampshire Listens is a civic engagement initiative of the Carsey School of Public Policy at the University of New Hampshire.

Our Vision

We envision a New Hampshire where residents are connected, engaged and heard in decisions that impact their lives and where all have equitable access to justice, opportunity, and liberty.

Our Mission

Our mission is to help New Hampshire residents talk, listen, and act together so communities can work for everyone.

Our Values

- Voice and Equity
- Authenticity and Integrity
- Collaboration and Partnership
- Complexity and Humility
- Persistence and Flexibility

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Framing Educational Practices and Curriculum with an Equity and Anti-Racist Lens

A Working Report to Support Dialogue Among Educators¹

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Overview and Background

Purpose, Goals, and Questions

The main purpose of the report is to spark conversation about “Framing Educational Practices and Curriculum with an Equity and Anti-Racist Lens.” It should be used for dialogue among educators focused on framing their practices and changing their curriculum as part of the district’s diversity, equity, and inclusion (DEI) strategic plan. The shared understanding about these framing resources will evolve as the district’s DEI work continues and educators spend time talking, listening, learning, and deciding how to act together (e.g., in professional learning communities, grade/school level teams, etc.).

This guide includes definitions and linked materials that are available to the public via the internet. This guide is not to be considered original research or publishable as a final report that outlines a certain set of practices for implementation. There are many pieces of information that have been inserted into this report and paraphrased (with citations) from the work of the organizations and people who are committed to educational equity, social justice, anti-bias, and anti-racist practices.

Goals for Developing this Guide

- To research anti-racism, social justice, and educational equity 'promising practices,' competencies, frameworks, and curricular change focused on race.
- To find sustainable strategies and curricular frames that help educators implement anti-racist practices and curricular changes.
- Beginning in Fall 2021: Teacher leaders and administrators create opportunities for conversations and dialogue about the resource materials shared in this report with educators and students interested in the district’s diversity, equity, and inclusion work.

Questions Considered

The following questions guided how we searched for and reviewed resources.

1. How can a district create a clear understanding of curricular expectations and teaching practices focused on anti-racist frames?
2. What are the broad frames for inquiry and indicators that need to be highlighted district-wide? What might be specific for certain school levels?
3. How do these frames for inquiry and indicators help teachers know where to start?
4. How can the district describe anti-racist curricular change in a way that inspires educators and students to work together?

This “living” guide should support collaboration and conversation about teaching and practice focused on DEI and anti-racist practices – What is already occurring in our schools? Where can we make changes? How are we framing those changes? Each resource shared, the crosswalks



for framing, and the library of resources provided should be considered in chunks versus expecting educators to discuss the entire report at one time. The district's equity teacher leaders can support strategically thinking about how to invite their colleagues into conversation.

Authors' Note:

The authors of this report consider it a living guide for educators in the district. It is not finite nor complete. It should be used for dialogue among educators focused on framing their practices and curriculum with an educational equity lens. This working report should not be considered a strategic plan for district's diversity, equity, and inclusion efforts. Pieces may be adapted or adopted through dialogue among leaders and stakeholders for strategic planning, but the authors of this report do not advocate for this to be considered a strategic plan in and of itself. It is a set of resources to guide listening, learning, talking, and acting together. Educators include people at all levels of the system, not exclusive to classroom teachers (e.g., specialists, administrators, educational assistants).

Definitions

This is a short list of definitions that can help educators talk about and understand the resources in this guide. There are many definitions available, and we encourage educators to work together to find definitions that best support their DEI efforts.

Anti-Racism

"The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts." (Race Forward, 2015, p. 25)

"Antiracism is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas." (Kendi, 2019, p. 20).

Anti-Racist

"One who is supporting an antiracist policy through their actions or expressing an antiracist idea." (Kendi, 2019, p. 13)

Asset-Based Approach to Teaching

"In the simplest terms, an asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack." (Steinhardt NYU, 2020, para. 2).

Bias

"Conscious or unconscious prejudice against an individual or a group, based on their identity." (Learning for Justice, 2020, p. 5).



Dialogue

Dialogue includes, “active listening, respectful sharing and conflict resolution.” (Learning for Justice, n.d., p. 10). “Dialogue can rebuild trust and deepen understanding while holding space for our differences.” (Essential Partners, 2019, para. 3)

Discrimination

“Treatment of an individual or group based on their actual or perceived membership in a social category, usually used to describe unjust or prejudicial treatment on the grounds of race, age, sex, gender, ability, socioeconomic class, immigration status, national origin, or religion.” (Race Forward, 2015, p. 27)

Educational Equity

“Each child receives what they need to develop to their full academic and social potential by:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses.” (National Equity Project, n.d.a)

“Educational equity is a journey and not a destination. It is important for every school and community to be on that journey. There is no community in the United States whose people are not touched by the historical inequities that have been intentionally built into our systems; therefore, if we want our schools to deliver an empowering education to all students, all schools must know how to grapple with the inequities that exist.” (Great Schools Partnership, 2020, p.1)

Identity

“The set of visible and invisible characteristics we use to categorize and define ourselves and those around us (e.g., gender, race, age, religion, ethnicity, socioeconomic status, language, marital/family status, ability, sexual orientation, etc.). Identity shapes our experience by influencing the ways we see ourselves and the ways others see us.” (Learning for Justice, 2020, p. 5)

Identity group

“A group of people who share one or more identity characteristics (e.g., women, Latinx people, teenagers, etc.). Members of an identity group can share a wide range of experiences, positive and negative.” (Learning for Justice, 2020, p. 5)

Intersectionality

“A term coined by Kimberlé Crenshaw to describe how each person belongs to multiple, overlapping identity groups.” It is the way people’s identities overlap and can result in multiplied oppressions. (Learning for Justice, 2020, p. 5)



Justice

“The full and equal participation of all groups in a society that is shaped to meet their needs, distribute resources equitably, and where all members feel psychologically and physically safe and secure.” (Aguilar, 2020, p. 470)

Liberation

“The efforts to effect lasting change and freedom from systems of oppression with the ultimate goal of self-determination the right to opportunity, thought, expression, and action.” (Aguilar, 2020, p. 470)

Power

“The ability to influence others and impose one’s beliefs. All power is relational.” (Aguilar, 2020, p. 471)

Prejudice

“Judging or forming an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group.” (Aguilar, 2020, p. 471)

Race

“A socially constructed phenomenon, based on the erroneous assumption that physical differences such as skin color, hair color and texture, and facial (or other physical) features are related to intellectual, moral, and cultural superiority. Although race is a socially constructed concept, it has significant impact on the lives of people of color.” (Aguilar, 2020, p. 471)

Racism

“A system of oppression that emerges from beliefs that one race is superior to another based on biological characteristics. Racism is fueled by the ideology of white supremacy, which designates white people as superior to people of color. In racist systems, white and light-skinned people are granted unearned privileges or advantages by society just because of their race. Social attitudes, actions, and structures that oppress, exclude, limit, and discriminate against individuals and groups.” (Aguilar, 2020, pp. 471-472)

Racial Justice

“The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.” (Race Forward, 2015, pp. 31-32)



Background District Policy and Strategic Planning

ORCSD educators, administrators, staff, students, and parents have all contributed to building the district's work focused on DEI, and more recently anti-racism. When thinking about framing Anti-Racist teaching practices and engaging in curricular change, educators can remember that the district has already begun to frame and define the process. Guideposts and shared language are embedded in the district's vision statement, strategic plan, vision of a graduate, and racism policy. Reviewing these documents together can be helpful as educators engage in dialogue about refining, clarifying, or making changes in curriculum and practice.

ORCSD Vision Statement and Vision of the Graduate

https://www.orcsd.org/competency_based_education/vision_statement

- 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.
- ORCSD graduates will be empowered through an awareness of self and an awareness of others, who utilize a strong foundation of transferable skills.

ORCSD continues to work on their vision of a graduate. The following is a draft from August 2019, a team of educators continue to refine this vision. https://www.orcsd.org/competency_based_education/vision_statement.

2020-2024 ORCSD Strategic Plan (pp. 96-97)

The district's strategic plan shows a clear intention to make changes in the curriculum across five-years, with the final outcome written as:

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.

Table 1 shows the progression of goals outlined in the strategic plan. The full document is available here: https://www.orcsd.org/UserFiles/Servers/Server_538005/File/School%20Board/Strategic%20Plan/Strategic%20Plan%20Consolidated%2007%2024%2019.pdf .

Table 1. Curricular Goals Outlined in the District’s Strategic Plan

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K-12 Curriculum that provides students with knowledge, skills, and awareness of race, racism, equity, and inclusion	Develop K-12 equity and inclusion competencies.	Implement equity and inclusion competencies.	Review impact of implementation of equity and inclusion curriculum and offer PD to address issues identified in the review.	Provide professional development to address areas identified in 2021-22 and develop assessment program to determine student growth on equity and inclusion competencies.	Conduct comprehensive assessment of equity and inclusion curriculum and use findings to guide development of goals for 2024-2029 strategic plan.

Below is a basic list of some of the efforts embedded in the work toward the goals in the strategic plan:

- Teacher professional learning communities
- Partnerships with the University of New Hampshire
- Teacher-led inquiry and research
- College level courses
- Educational equity, and dialogue middle and elementary schools
- Student groups – middle and high school
- Administration learning series focused on talking about race and educational equity
- Vision, mission, and policy work
- Multi-stakeholder anti-racism committee formed with administrators, teachers, students, parents, and community members
- Community reads and learning events (e.g., Asian-American and Pacific Islander history and local story telling in 2020)

ORCSD Racism Policy 2021

The ORCSD school board adopted their Racism and Anti-Racism Policy on May 5, 2021 with the beginning statements:

The Oyster River Cooperative School District (ORCSD) policy on racism is both a denouncement of racism and a public commitment to continually support social justice and equity for all in the ORCSD community by becoming anti-racist. We recognize this is a journey and that staff and students will be at different phases of that Journey, however, we are committed to this critical work as we aspire to be an inclusive and equitable school system. We support in the words of Ibram X. Kendi HTBAAR

“...being anti-racist requires persistent self-awareness, constant self-criticism and regular self-examination.”

Racism in any form is not acceptable nor will it be tolerated in the ORCSD. Racism can take many forms including implicit bias, as well as personal, cultural and institutional racism. The ORCSD is committed to being anti-racist by counteracting expressions of racism that may occur on District property or at any District event.

Read the rest of the policy here: https://www.orcsd.org/school_board/policies/a.

Student, Teacher, and Administrator Perspectives

An important part of the district’s DEI work is listening to educators and students. At the beginning of this project, we held five focus groups of students and teachers from elementary, middle, and high schools (see details from findings in the Appendix). Key points from these focus groups included:

- The schools need to look at the resources that have used in the classroom related to race and racism.
- There is an overall lack of background knowledge on bias, equity, race, and racism.
- More discourse on race and racism is needed among educators, students, and families.
- Social emotional learning among educators and students aligns with this work.
- Professional learning and development should include a focus on collaborative learning and change as a key competence.

Also, a group of administrators and teachers provided feedback on how to use this “living” guide. Some key points discussed in June and July 2021 included:

- The resources and points of the guide can support talking about the “How” and “Why” of anti-racism curriculum building.
 - What are the big picture items, competencies, and frames we want to teach grade by grade?

- How do educators create a clear understanding of curricular expectations and teaching practices – K-12 guideposts?
- How do curricular changes align with school and district anti-racism and equity work and policies in place?
- The indicators, critical practices, and lesson examples can provide scaffolding for teachers who wonder “Where do I start?” and help with feelings of being overwhelmed.
 - Use the resources and lesson links to show first-hand perspectives and stories that connect to the strategies and competencies.
 - Use the examples of repositories of information as a sample to spark conversation about current efforts and needed efforts to integrate Asian-American and Pacific Islander (AAPI) and Black Indigenous People of Color (BIPOC) authored resources, history, stories (focus on material changes).
 - Engage in critical reflection together in pairs, teams, grade-levels, etc.
 - Make a plan for including students and families in the dialogue.

Resources for Framing Curricular Change

The following section includes framing resources that can guide and foster discussion about anti-racist teaching practices and curricular change. The crosswalks following this section illustrate potential alignments among the resources and examples of lesson plans that can help teachers think about how they might frame and implement change in their classrooms. Figure 1 figure highlights the four sources of framing.

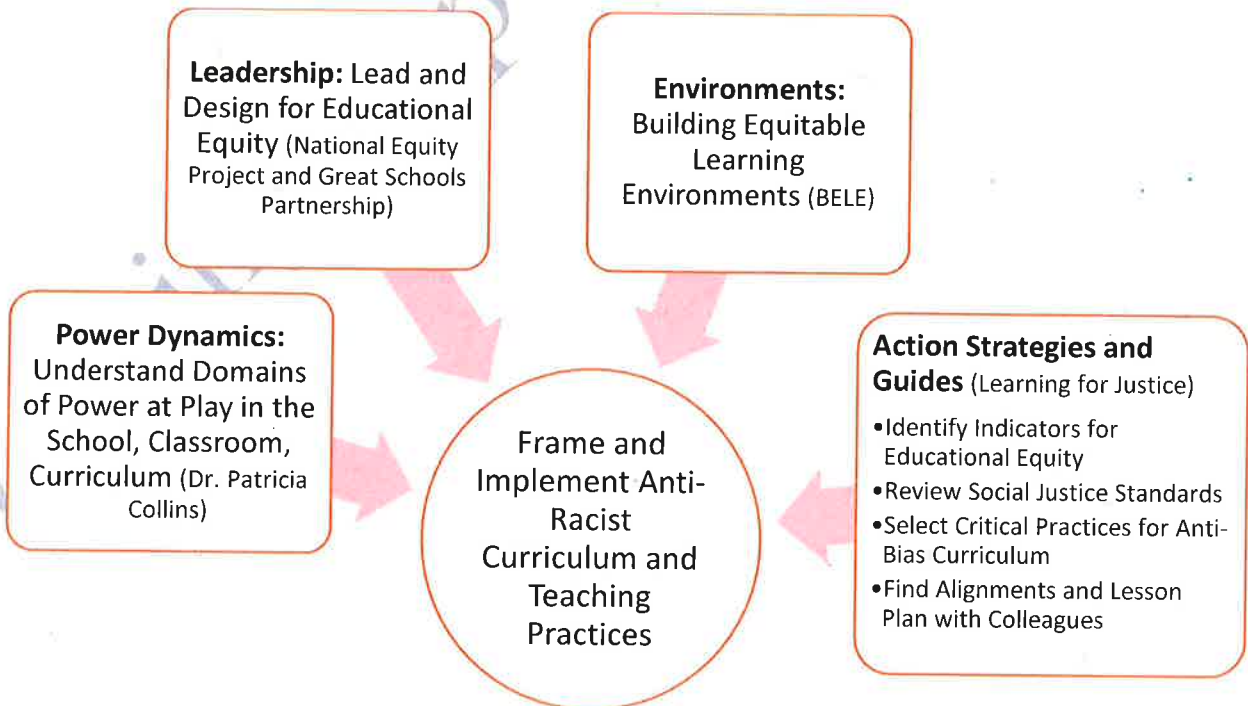




Figure 1. Main areas for curricular change emerging from resources

Dr. Patricia Collin's Power Domains in Schools

Resource Citation

Collins, P. H. (2009). Another kind of public education: Race, schools, the media, and democratic possibilities. Beacon Press.

About the Author

Patricia Hill Collins is a distinguished scholar and university professor whose work as a social theorist has examined issues of "race, gender, social class, sexuality and/or nation" according to her biography on the University of Maryland website: <https://bsos.umd.edu/featured-content/professor-patricia-collins>. She is well known for her work in analyzing systems of power and African-American youth experiences. Learn more about Collins from the American Sociological Association: <https://www.asanet.org/about/governance-and-leadership/council/presidents/patricia-hill-collins>.

Description of Collins' Four Domains of Power and Critical Education for Democratic Possibilities in Schools

Collins (2009) asks: What kind of critical education might the American public need to picture new democratic possibilities? Second, what changes can we envision in schools and in other important social institutions that might provide this critical education?" (X, Preface, 2009). To answer these questions, her investigation focuses on race, schools, media, and democratic possibilities. She starts with race and she says that if we could diagnose the race then we can suggest some democratic possibilities. Schools and media are huge institutions that play an important role to shape anti-racism policy. Her critical analysis of racism presents a template for other similar systems such as gender, ethnicity, class, age, etc. She aims to help us envision possibilities to take action. This is an important piece of her work, as it not only theorizes racism but also suggests how to work with it in practice. Collins' framework includes: **the structural domain of power, the disciplinary domain of power, the cultural domain of power, and the interpersonal domain of power**. These domains explain where power comes from and how it creates inequality. Collins (2009) writes:

"I talk about public education in the specific sense of schooling, an approach that taps a tradition of research and practice that is structural and disciplinary. Certainly, much attention to public schools has examined the content of the curriculum as well as relationships among teachers, students, and parents." (Collins, 2009, p.56)

In the **structural domain of power**, Collins names the institutions such as banks, real estate companies, industries, schools, restaurants and their roles in how they created systematic racism. Examples of practical change include: *school busing, redistricting, creating magnet schools, and similar policies and programs aimed to diversify student populations.*

In the **disciplinary domain of power**, Collins names this the rules and regulations domain. It challenges hierarchy and racism. Examples of practical change include: *diversity training for administrators and teachers so that they could provide more culturally sensitive teaching, work collaboratively in multiracial workgroups, and be better equipped to work with parents from different racial/ethnic backgrounds.*

She connects color-blind (race-blind) stories to the **cultural domain of power** and the role of media. The practices applied within the **cultural domain** defined by Collins (2009) are *rewriting textbooks and similar curricular materials to include the experiences of African Americans, Latinos, and other marginalized groups.* Stories of personal experience linked with history and human behaviors (see Facing History and Ourselves website for lesson-plans) play an integral role. ORCSD Asian-American and Pacific Islander (AAPI) families and community leaders took great strides to make these connections during a community-based storytelling and educational event sharing AAPI history in spring 2021. Researchers Iwamoto and Liu (2010) also wrote about Asian-American racialized experiences and stress in college that can help frame some of the social identity realities AAPI students and families face (e.g., socio-historical racism toward Asian-American men as passive, general racism that includes all Asian-Americans are good at math or know martial arts, and perpetual foreigner racism that assumes poor English or being born outside the United States (p. 81).

The **interpersonal domain of power** happens at the one-on-one level and builds from the other domains of power. Collins' (2009) assumption is the **interpersonal domain of power** will develop within the improvement of all other three domains (p. 85).

National Equity Project Leading for Equity Framework and Liberatory Design

Resource Citations

- National Equity Project (NEP). (n.d.b) Leading for equity framework. <https://www.nationalequityproject.org/framework/leading-for-equity-framework>.
- National Equity Project (NEP). (n.d.c) What is liberatory design? <https://www.nationalequityproject.org/frameworks/liberatory-design>.

About the Authors

The National Equity Project (NEP) focused on leadership and systems change that focuses on increasing educators' ability, "to achieve thriving, self-determining, educated, and just communities." Their mission is, "to transform the experiences, outcomes, and life options for



children and families who have been historically underserved by our institutions and systems.”
Note from NEP: Liberatory Design is a collaboration between Tania Anaissie, David Clifford, Susie Wise, and the National Equity Project [Victor Cary and Tom Malarkey].

Leading for Equity and Connection to Liberatory Curricular Design

NEP outlines leading for equity as a process of seeing, engaging, and acting while understanding equity, complexity, design, and liberatory and resilient systems (click on the links above for graphics):

- **See** - how we perceive the world and our own self-awareness as educators.
- **Engage** - how we relate and show up with others – listening, building relationships, and space for complex work
- **Act** - “how we design, decide, implement, learn.” How we create direction and “engage in safe-to-fail experiments,” that help us learn more and move forward (NEP, n.d.b).

Liberatory design allows for action that accepts complexity and focuses on developing certain systems with a resilient commitment to equity. Liberatory design requires:

- Centering people who are the most impacted by oppressions
- Interrupting inequity and increasing opportunity for people most impacted
- Shifting and transforming power by examining who designs and who is impacted by the designs
- Creating spaces and time for critical learning and agency among people involved in designing change

Liberatory design is flexible and can be used in a variety of ways by teams – strategic planning, collaborative community efforts, innovative curricular change. According to NEP, the core beliefs of liberatory design are:

- Racism and inequity have been designed into systems and thus can be redesigned
- Designing for equity requires the meaningful participation of those impacted by inequity
- Equity-driven designs require equity and complexity informed processes (NEP, n.d.b)

BELE Equitable Learning Environments – Commitments, Core Practices and Policies

Resource Citation

The Building Equitable Learning Environments Network (n.d.) The BELE framework.
https://belenetwork.org/library_resources/the-bele-framework/.



About the Authors

The BELE network is, “a group of education researchers, foundations, intermediaries and their district networks working with educators, policymakers, grantmakers, schools and school support organizations to innovate and implement equitable learning environments,” according to their website, <https://belenetwork.org/about/>. Located in Seattle, Washington, they focus on educational equity and school transformation and partner with other equity-focused organizations like National Equity Project (NEP) and CASEL (the center for social and emotional learning).

Description of the BELE Framework for Equitable Education

This framework is a collaboration between the BELE network and the National Equity Project. It focuses on building more equitable learning contexts and conditions that include commitments, core practices, and policies. The main areas outlined in the framework are (see pp. 1-7):

- Teaching and Learning
- School-wide Systems and Structures
- Family, Caregiver, and Community Partnerships
- District and State Policies

The goal of the framework is to transform student experiences and learning outcomes with the hope for a stronger and healthier nation where children can thrive. The authors note two key things educators know:

1. A young person’s academic, social, and emotional development are inextricably linked.
2. The quality of a child’s learning environment, their experiences, and access to opportunity determines their developmental and academic outcomes. Educators, system leaders, and communities committed to transforming education systems can use this guide to increase student engagement and agency, support adult development and practice, and ensure schools reliably produce equitable student experiences and outcomes (p. 1).

For the purposes of ORCSD anti-racist curricular change, we focus on Teaching and Learning commitments which include (also see pp. 7-10 using the citation link above):

- Systematically gather and value students’ feedback on and input into their learning experiences in school.
- Provide frequent, formative, growth-oriented feedback that affirms high academic expectations and support for all students.
- Facilitate community building, routines, and rituals that reduce stress, address trauma, promote healing and belonging, and prepare the brain for learning.
- Nurture student agency, self-directed learning, and critical consciousness.
- Represent, affirm, and support students to explore their personal, cultural, racial, and academic identities and proactively dispel stereotypes (p. 7).



Great Schools Partnership Indicators of Educational Equity

Resource Citation

Great Schools Partnership. (June, 2020). Indicators of educational equity. <https://www.greatschoolspartnership.org/wp-content/uploads/2020/06/Indicators-of-Educational-Equity-June-2020.pdf>.

About the Authors

Great Schools Partnership (GSP) is based in Portland, Maine. Their work and partnerships focus on public education redesign and improving learning for all students. Their staff includes educators and school leaders that help coach and provide technical assistance to schools. They also create tools and resources that educators and communities can use to create equitable change. Learn more about GSP here: <https://www.greatschoolspartnership.org/about/about-gsp/>.

Description of GSP Indicators

The GSP indicators for educational equity are “a list of actions, attitudes, and strategies (or indicators) that school communities might take when fighting inequity.” (p. 1). GSP notes in this accessible 3-page tool that it is not a comprehensive list that intends to limit thinking. The list should instead spark educators’ thinking and help determine what steps they are and are not taking toward building an equitable system of education. The indicators can be used with many people in a school system (e.g., bus drivers, support staff, leaders, and teaching teams).

GSP’s three main areas that frame their indicators. Each area has actionable steps that can serve as starting points for anti-racist curricular change. The three main areas and some examples are abbreviated in Table 1 (note: the district leaders focused on equity should review all the indicators to decide where their action lies). The Raising Marginalized Voices section has many alignments and key language that will support ORCSD’s work building anti-racist curricular change. The indicators also include language that frames advancements already in-place amongst the ORCSD schools and systems.

In GSP’s indicators we can see alignments with Collins’ (2009) discipline, cultural, and interpersonal domains of power. Looking at the alignments among these domains, frames, and indicators help reveal a pathway and language to describe how to change curriculum and learning environments – how to address racism and also ensure that all students are represented in the teaching materials.

This short three-page document supports curricular change focused on anti-racism and equity. It pairs well with GSP’s “Equity Pulse Check,” which is “designed for all stakeholders to work collaboratively to identify strengths, challenges, and priorities in the school community and to

work together to create long-lasting innovative solutions that produce equitable outcomes for all students.”²

Table 1. Examples of indicators from Great School Partnership³

<p>Ensuring Just Outcomes</p>	<ul style="list-style-type: none"> • All educators ensure that students feel a sense of belonging and ownership in class, giving students opportunities to connect their work to their own goals, interests, dreams, and lives. All educators use asset-based approaches, which means helping students see and build on their own academic and personal strengths. • The school’s program of studies is designed to ensure that all course pathways will enable students to meet the school’s standards, and that students will never be limited to pathways that are dead ends.
<p>Raising Marginalized Voices</p>	<ul style="list-style-type: none"> • A diversity of issues and perspectives are emphasized across all content areas and are embedded in the curriculum and learning materials. Students explore and question their own beliefs about race, ethnicity, sexual orientation, and disability. • Humanities, history, and social studies courses go beyond flags, fun, food, and festivals to explore the global interconnectedness and interdependence of societies, cultures, and economies. Learning opportunities are designed to foster a greater understanding of diverse cultures, including Black, Indigenous, and People of Color. • The curriculum includes explorations (in many classes, subject areas, and grade levels) of the ways in which systemic racism affects the lives of Americans. • All educators work to design safe and supportive classrooms by forging relationships, listening to students and families, and employing asset-based approaches to teaching, learning, and discipline. They help students build trusting relationships between all members of the school community, so students feel safe and supported in speaking up.
<p>Challenging the Balance of Power and Privilege</p>	<ul style="list-style-type: none"> • People in the school know how to respond and interrupt when implicit and explicit prejudicial and harmful language or actions happen in the classroom, school hallway, lunchroom, library, gym, teacher’s room, front office, or any other space. • The curriculum offers opportunities for students to design their own learning experiences, and to participate in setting classroom rules and agreements. • Students have opportunities to give teachers feedback on classroom culture, assignments, grading, and other aspects of teaching practice. Structures also exist that enable community members to give feedback to the school and school staff to give feedback to school leaders.

² See <https://www.greatschoolpartnership.org/resources/equitable-community-engagement/equity-pulse-check/>

³ Selected and copied from the indicators, see full set of indicators here: <https://www.greatschoolpartnership.org/wp-content/uploads/2020/06/Indicators-of-Educational-Equity-June-2020.pdf>



Learning for Justice - Social Justice Standards, Critical Practices for Anti-Bias Education, and Facilitating Conversations with Students

Resource Citations

- Learning for Justice. (2018). Social justice standards. <https://www.learningforjustice.org/frameworks/social-justice-standards>.
- Learning for Justice (2016). Critical practices for anti-bias education. <https://www.learningforjustice.org/sites/default/files/2017-08/teaching-tolerance-critical-practices-for-anti-bias-education.pdf>.
- Learning for Justice. (2020). Let's talk guide: Facilitating critical conversations with students. <https://www.learningforjustice.org/sites/default/files/2021-01/TT-Let-s-Talk-Publication-January-2020.pdf>.

About the Authors

Learning for Justice [LLEI] was formerly called Teaching Tolerance. Learning for Justice is based at the Southern Poverty Law Center in Montgomery, Alabama. They focus on catalyzing “racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements and advance the human rights of all people.” <https://www.learningforjustice.org/about>. The organization provides a vast library of free resources for educators Kindergarten through high school that can help inform curriculum choices and teaching.

Social Justice Standards

Learning for Justice’s Social Justice Standards provide four domains that can help teachers anchor their lesson/curriculum planning and learning for students. The domains are: Identity, Diversity, Justice, and Action. The domains and standards offered in this resource also includes short scenarios that show how students may be meeting the standards in their everyday interactions at school. All four domains and the standards are copied below in the table for teachers to review and talk about together. What makes sense? What do you reword? What are people’s different understandings of how these may look in their classrooms? How might they be edited to fit a specific lesson-plan?

Table 2. Examples of Social justice Standards from Learning for Justice⁴

Identity	<ul style="list-style-type: none"> • Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. • Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
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⁴ Copied directly from Learning for Justice’s standards, see full list on pg. 3. <https://www.learningforjustice.org/frameworks/social-justice-standards>

Diversity	<ul style="list-style-type: none"> • Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. • Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. • Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.
Justice	<ul style="list-style-type: none"> • Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. • Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). • Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.
Action	<ul style="list-style-type: none"> • Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. • Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

Critical Practices

Learning for Justice’s Critical Practices guide offers practical suggestions that focus both on social-emotional and academic goals. It provides advice on how to be culturally responsive in teaching and how to use instructional strategies that support building and implementing anti-racism teaching and curriculum.

Two areas of critical practice that offer concrete starting points and points of affirmation for teachers are described on pages 3-13. They focus on Instruction and Classroom Culture (i.e., practices 1-10).

Instruction

- 1) Critical Engagement with Material
- 2) Differentiated Instruction
- 3) Cooperative and Collaborative Learning
- 4) Real-World Connections
- 5) Values-Based Assessment, Evaluation, and Grading

Classroom Culture

- 6) Honoring Student Experience
- 7) Thoughtful Classroom Setup and Structure
- 8) Shared Inquiry and Dialogue
- 9) Social and Emotional Safety
- 10) Values-Based Behavior Management

Strategies described under each critical practice focus on approaches to instruction that can help educators know how to approach teaching new material or challenging topics. Many strategies may be familiar to teachers already. Two examples from this resource are described below in brief.

Critical practice 1 – Critical Engagement with Material. Teachers focused on anti-bias education and anti-racism curriculum need to practice critical engagement with materials and

help students do the same. Critical engagement with materials offers students the opportunity to “make the material their own, connect classroom learning to real issues and take action toward advancing equity and justice in their schools and communities” (p. 3). Strategies in this section include:

- **Using Open-Ended and Higher-Order Questions**
- **Reading Against the Grain** – Students analyze texts/materials and offer alternative or “resistant readings to emphasize, gaps, silences, contradictions, beliefs and attitudes that typically go unexamined by the dominant cultural reading” [LLE2](p. 3). Students bring the lives and experiences of historically marginalized groups into their learning and discourse. [LLE3]
- **Text-to-Text, Text-to-Self, Text-to-World** – A means of engaging with text at multiple levels that encourages students to ask critical questions and make connections that go beyond one understanding of a resource or reading.
- **Project-Based Learning** – This type of learning is often student-driven and focused on competency and performance rather than lectures or testing. It supports student engagement, critical thinking, and analytical skills.

Critical practice 8 – Shared Inquiry and Dialogue. This critical practice supports students’ and teachers’ ability to explore multiple perspectives and to engage in challenging conversations that focus on dialogue. Dialogue includes “active listening, respectful sharing, and conflict resolution” (p. 10). Teachers, students, and schools can build a culture of shared inquiry that also bolsters collaboration. Strategies in this section include:

- **Naming Shared Inquiry as a Goal** – Teachers need to work with their students to create space that feels safe for students. Creating safe spaces and learning environments is also a critical practice (see pp. 11-12). Create learning agreements and post (and update!). Model collective learning as a teacher. We are all learning together.
- **Teaching Active Listening Skills** – Continual practice of focusing on the person speaking versus thinking about one’s own ideas or response. This includes learning to ask good questions, holding judgement, and resisting the need to paraphrase what others have said. Talking circles and circle-processes like ORCSD’s use of open-circle can support shared inquiry practice.
- **Rethinking Participation Norms** – Moving beyond traditional forms of participation (e.g., question and answers, contributing to large-group class discussions) that are often focused on verbal contributions creates more equity learning environments that contribute to anti-racism curriculum and teaching. People’s identities and personalities (e.g., gender, socialization, culture, learning preferences) affect students’ comfort with verbal communication – or certain types of verbal exchanges. Think about student participation more broadly, “active listening, written response, artistic response, and involvement in small groups” (p. 10).
- **Addressing Conflicts and Hurt Feelings** – When introducing challenging material/topics and engaging in shared inquiry remember there will be feelings and emotions that



emerge. Learning agreements and ways for students to privately and publicly name and talk about their experiences needs to be considered when lesson and curricular planning. Strategies like saying “oops” and “ouch” work for some groups and students. Personal check-ins work with others. Teachers can work together with each other, students, and parents to strategize.

Educator Self-Reflection and Peer-Conversations Are Important

When developing anti-racism curriculum and building anti-racism teaching practices, injustice and identity will be central to conversations educators have with students, colleagues, and families. Learning for Justice’s “Let’s Talk” guide helps teachers facilitate conversations with students. This resource is split into three sections. The first section guides educators to do their own learning and to reflect upon their own identities. In “On your own,” the steps for educator self-reflection are in the table below with some examples from the resource to consider.

Clarify Terms	Educators need to understand terms and how they are part of teaching and curriculum implicitly and explicitly. ⁵
Consider Your Own Identity	<p>Self-reflection is an important part of knowing where bias may occur in teaching and curriculum.</p> <ul style="list-style-type: none"> • What messages did I learn about my and other people’s identities growing up? • How do the way people see themselves and how others see them affect day-to-day life? • What messages—both implicit and explicit—do I convey to my students about identities? What do I need to think about when engaging students in classroom discussions? <p>Examples of identities include Ability, Age, Body Type, Culture, Ethnicity, Gender, Home Language, Race, Religion/Spirituality, Sexual Orientation, Socioeconomic Status, Education Status, interests and hobbies.</p>
Evaluate Your Comfort Level with Different Topics	<p>Educators can think about their own emotions and reactions when identity comes up in the classroom.</p> <ul style="list-style-type: none"> • Which topics do I feel least/most comfortable discussing? Do I see any commonalities? • Which topics most affect me? Which topics most affect my students? • About which topics do I know least? About which topics do I know most? • With which topics do I have the least/most experience? (p. 7)
Figure Out What Is Holding You Back	Educators can benefit from assessing their own vulnerabilities, strengths, and needs alone and in conversation ^[LLE4] with trusted peers can help educators move forward when they feel stuck – and learn how to move students forward when conversations become challenging (see Let’s Talk guide, pp. 9-11).

⁵ Paraphrased from p. 5 of “Let’s Talk” guide.



Being Prepared to Facilitate Conversations with Students Is an Essential Step to Planning and Implementing Lessons

The “Let’s Talk” guide also provides guidance for preparing for conversations with students. In short (also see pp. 12-15):

- Have students generate community agreements
- Incorporate student experience into assignments
- Prioritize social and emotional skills and safety
- Implement an explicit community-building curriculum
- Teach the difference between intent and impact
- Talk with students about evidence and experience
- Give students opportunities and language to talk about identity

Following self-reflection and preparation with students, the “Let’s Talk” guide also provides a process for facilitating conversations. It is summarized in the table below. Educators can refer to the guide for clearer instructions. Table 4 below provides a short overview.

Before the Conversation	<ul style="list-style-type: none">• Set up your classroom for discussion – Make sure students can see and hear each other.• Consider your goals for the conversation – Write down the goals and share an age-appropriate version with students (and families if it makes sense)• Teach up to the conversation – Offer vocabulary and connections to your curriculum unit materials/learning and students’ lives that will inform the discussion.• Be responsive to your students – Think in advance about emotional triggers and students’ identities, potential for being singled out. Think about ways to manage discomfort.• Anticipate strong emotions – Leave space for students’ emotions and, if strong emotions occur, remain calm and be prepared to allow students to work through the moment and continue the conversation. Be aware of when it is time to stop the conversation.
Opening the Conversation	<ul style="list-style-type: none">• Be positive – Show confidence, respect, and curiosity about students’ ideas and experiences to encourage critical discussions that value everyone’s contributions.• Establish norms – Use community learning agreements you create with students.• Establish goals – Write down the goals, start with an essential or inclusive question.• Offer a shared starting point – Provide a prompt that connects students to the conversation from their lives or the curriculum.
During the Conversation	<ul style="list-style-type: none">• Socratic seminar: Teacher asks open-ended questions about a shared text and students making text, self, or world/country connections.

⁶Paraphrased. See pp. 16-34 for more detail for planning and implementation. There are clear steps, questions, and approaches embedded in the guide.



– Keep It Structured	<ul style="list-style-type: none">• Deliberative dialogue: Teacher facilitates and holds space to help students “develop a deeper, more complex understanding of a topic or question” (p. 29). Students test their thinking and find common ground while keeping the complexity of the topic or question.• Serial testimony: In a listening circle where each student shares their thinking and experiences uninterrupted (about a minute or so). Use this structure for fostering empathy, and with high emotions.• Plan ways to support and check-in with students – Use both verbal and non-verbal strategies to acknowledge emotions and feelings.
Closing the Conversation	<ul style="list-style-type: none">• Wrap-up the discussion: Summarize learning, revisit goals, review agreements, and plan next steps. [LLE5]• Debrief: Use drawings, journaling, a talking circle, puppets, or dramatic play area.• Anonymous feedback: Ask students to respond to prompts like, “I hope we stop” and “I hope we continue.”[LLE6]

Alignment of Resources and Examples of Online Lesson Plans

Collins’ work is like a big umbrella that spans the frames and actions listed in the other sources. The Building Equitable Learning Environments (BELE) Framework is a guide for transforming student experiences and learning outcomes. The BELE framework can help guide transformations in student experiences and learning outcomes. The suggestions regarding district and school policy and core practices are like Collins’ structural domain of power. The alignments in these resources can help guide understanding how to set conditions and provide resources to support positive equitable and anti-racist education. Collins’ discipline domain of power recognizes schoolwide systems and structures, which are outlined in the BELE framework as goals for supporting student learning and development – to repair community rather than to punish or exclude students within discipline policies and practices (p. 16). Part of this core practice is creating a safe environment for students which is a central argument of Collins’ discussion of power and change in schools. And relationships matter as does understanding one’s identity as an educator and how both impact teaching and learning [LLE7]. In the Teaching and Learning domain, the BELE framework focuses on relationship building which is also part of Collins’ cultural domain of power.

The Great Schools Partnership (GSP) indicators for Educational Equity provide further guidance – guideposts for change. We can see Collins’s structural, discipline, cultural, and interpersonal domains of power in the way they group their recommendations for framing change collaboratively. GSP suggests that staff can be supported by creating environments that address racism and by ensuring that all students are represented in the teaching materials. According to the feedback from the teachers, the materials and indicators from GSP can help educators to explore more.

Understanding where power comes from and who holds power in decision-making is a key to framing and implementing anti-racist curricular change and teaching practices. Collin’s Cultural Domain of Power is important to consider for the district’s work because it focuses on including



curricular materials that focus on the experiences of African Americans, Latinos, Asian-Americans, Pacific Islanders, Indigenous people, and other groups impacted by discrimination and racial inequities. It emphasizes looking at the written and unwritten curricula in schools.⁷

Collins' cultural and interpersonal domains of power are reflected in Learning for Justice's Critical Practices for Anti-Bias Education (CPABE). Specifically, Collins' cultural domain of power can be integrated with CPABE's focus on instruction, classroom culture, family and community engagement, and teacher leadership strategies. This is especially true in the classroom culture. Learning for Justice describes honoring students' experience as critical to education as is providing safe spaces for what may be challenging and emotional conversations, and learning. For instance, the guide notes:

“When asking students to explore issues of personal and social identity, teachers must provide safe spaces where students are seen, valued, cared for, and respected.” (p. 8)

Another area of the CPABE is the focus on shared inquiry and dialogue. This is also an area of change Collins explored. In the CPABE guide it says:

“Dialogue is more than conversation. It is also different than debate, in which someone wins and someone loses. Dialogue requires openness to new ideas and collective learning.” (p.10)

The Crosswalk of Resource Guideposts for Anti-Racist Curricular Change on page 25 shows how the resources shared in this report can support curricular design. The crosswalk on page 26 and the google drive link includes examples of lesson plans teachers can consider and adapt for their use. Overall, these examples should support dialogue among educators as they figure out how to move forward.

⁷ See one explanation from HumberEDU here: <https://www.youtube.com/watch?v=NuLhmDE9Exo> and here: <https://www.youtube.com/watch?v=77psBGyYj94>

Crosswalk of Resource Guideposts for Anti-Racist Curricular Change

COLLINS' DOMAINS OF POWER	BELE FRAMEWORK FOR EDUCATIONAL EQUITY	LEARNING FOR JUSTICE'S CRITICAL PRACTICES, (CPABE), SOCIAL JUSTICE STANDARDS, AND "LET'S TALK"	GREAT SCHOOL PARTNERSHIPS – INDICATORS FOR EDUCATIONAL EQUITY
<p>Structural Domain of Power. School busing, redistricting, and similar policies and programs aimed to diversify student populations and staff populations.</p>	<p>Schoolwide systems and structures. Equitable, high-quality schools are organized to ensure that people, resources, and opportunities are prioritized and aligned to support the core work of Teaching & Learning.</p>		<p>School hiring and retention practices are deliberately focused on increasing diversity (race, gender, orientation, physical ability, religion, etc.) of the educator and leadership workforce. In order to provide support, connection, and inspiration for teachers of color, the school or district has organized racial affinity groups.</p>
<p>Disciplinary Domain of Power. Diversity training for administrators and teachers so that they could provide more culturally sensitive teaching, work collaboratively in multiracial workgroups, and be better equipped to work with parents from different racial/ ethnic backgrounds.</p>	<p>District and state policies. Districts and states must set the conditions and expectations and provide the resources to ensure that school communities can fulfill the core commitments in the first three domains.</p>		<p>All staff are supported in learning about the lives and cultures of their students and families, as well as the community where they teach; they honor the community's assets and ways of knowing.</p> <p>People in the school know how to respond and interrupt when implicit and explicit prejudicial and harmful language or actions happen in the classroom, school hallway, lunchroom, library, gym, teacher's room, front office or any other space.</p> <p>The perspectives, experiences, and voices of every demographic represented in the school community are sought out, included, and incorporated in the development and refinement of policies and programs.</p> <p>Educators work to establish norms and agreements which enable them to have conversations about imbalances of power and privilege.</p>
<p>Cultural Domain of Power. Rewriting textbooks and similar curricular materials to include the experiences of African Americans, Latinos,</p>	<p>Teaching and learning. Research demonstrates that how young people experience their learning – what, how, and where they are taught – substantially impacts their ability to learn and</p>	<p>Instruction</p> <ul style="list-style-type: none"> • Critical Engagement with Material • Cooperative and Collaborative Learning • Real-World Connections 	<p>A diversity of issues and perspectives are emphasized across all content areas and are embedded in the curriculum and learning materials.</p>

<p>Pacific Islanders, and other marginalized groups.</p>	<p>grow. This domain focuses on creating meaningful relationships and learning experiences as the central work of an equitable school.</p> <p>Family, caregiver, and community partnerships. Schools belong to families and communities in service of nurturing their children's learning and development. Research proves that trusting relationships, a shared vision, and authentic collaboration are at the heart of equitable schools.</p>	<p>Classroom culture</p> <ul style="list-style-type: none"> • Honoring Student Experience • Shared Inquiry and Dialogue <p>Family and community engagement</p> <ul style="list-style-type: none"> • Culturally Sensitive Communication • Inclusion of Family and Community Wisdom • Increased Connections Among Families • Use of Local Resources • Engagement with Community Issues and Problems <p>Teacher leadership</p> <ul style="list-style-type: none"> • Self-Awareness and Cultural Competency • Speaking Up and Responding to Prejudice, Bias, and Stereotypes • Building Alliances • Leading Beyond the Classroom • Ongoing Reflection and Learning 	<p>Humanities, history, and social studies courses go beyond flags, fun, food, and festivals to explore the global interconnectedness and interdependence of societies, cultures, and economies.</p> <p>Learning opportunities are designed to foster a greater understanding of diverse cultures, including Black, Indigenous, and People of Color. The curriculum includes explorations (in many classes, subject areas, and grade levels) of the ways in which systemic racism affects the lives of Americans.</p> <p>All educators work to design safe and supportive classrooms by forging relationships, listening to students and families, and employing asset-based approaches to teaching, learning, and discipline. They help students build trusting relationships between all members of the school community, so students feel safe and supported in speaking up.</p> <p>The curriculum offers opportunities for students to design their own learning experiences, and to participate in setting classroom rules and agreements.</p> <p>Students have opportunities to give teachers feedback on classroom culture, assignments, grading, and other aspects of teaching practice. Structures also exist that enable community members to give feedback to the school and school staff to give feedback to school leaders.</p>
<p>Interpersonal Domain of Power. The assumption was that the interpersonal domain of power will develop within the improvement of all other three domains. (p. 85.)</p>			<p>There is a commitment among educators, regardless of their role in the building, to explore and discuss their own identities and the ways their identities have been impacted by privilege and bias.</p>

Example Lesson Plans with School Level, Framework, Indicator

For a list of resources that educators can review and build on together follow this google drive link:

https://docs.google.com/document/d/1JI270353k7Kf9fnmcN38H_BxGmWk1IViK--rYDi1-Mo/edit?usp=sharing

GRADE	FRAMEWORK	INDICATOR FROM GREAT SCHOOLS PARTNERSHIPS	TOPIC OR AREA OF INQUIRY	QUESTIONS/ OBJECTIVES	RESOURCE
9-12	Cultural Domain	A diversity of issues and perspectives are emphasized across all content areas and are embedded in the curriculum and learning materials.	Teaching 'The New Jim Crow' Talking About Race and Racism	What do I need to participate in an open and honest conversation about the content of The New Jim Crow?	https://www.learningforjustice.org/classroom-resources/lessons/talking-about-race-and-racism
9-12, can adapt for younger grades	Cultural Domain	Learning opportunities are designed to foster a greater understanding of diverse cultures, including Black, Indigenous, and People of Color. The curriculum includes explorations (in many classes, subject areas, and grade levels) of the ways in which systemic racism affects the lives of Americans.	Asian American History and Experiences of Exclusion in the U.S.	Who gets to be included in America and why? How does studying the Chinese Exclusion Act help us understand how racism has shaped citizenship in the U.S.?	https://docs.google.com/document/d/1_X8laXF7c_8zBhMfez0PRD-Oqnfa9utYp3RytC-A7yc/edit
9-12	Cultural Domain	Learning opportunities are designed to foster a greater understanding of diverse cultures, including Black, Indigenous, and People of Color. The curriculum includes explorations (in many classes, subject areas, and grade levels) of the ways in which	Resistance in and outside U.S. systems Cause and Consequence, Ethical Dimension, Human Rights Asian American History and Experiences of Exclusion in the U.S.	What is the most effective way to challenge injustice?	https://docs.google.com/document/d/1JI270353k7Kf9fnmcN38H_BxGmWk1IViK--rYDi1-Mo/edit?usp=sharing

		systemic racism affects the lives of Americans.			
5-12		Humanities, history, and social studies courses go beyond flags, fun, food, and festivals to explore the global interconnectedness and interdependence of societies, cultures, and economies.	The Fight for School Desegregation by Asian Americans	Students will learn about the effects of the Chinese Exclusion Act of 1882 on Chinese people living in the United States and the history of school segregation in San Francisco. Students will analyze the broader history of anti-Chinese sentiment in the United States as due to the Chinese Exclusion Act and connect interracial injustices within the scope of school segregation.	https://www.pbslearningmedia.org/resource/fig-ht-against-school-segregation-video/asian-americans-video/
K-3	Cultural Domain	Humanities, history, and social studies courses go beyond flags, fun, food, and festivals to explore the global interconnectedness and interdependence of societies, cultures, and economies.	Redefine Americans What is the American Dream? How do primary sources and secondary sources provide varied perspectives inform a deeper understanding of an event?	The challenges and achievements of early Asian immigrants especially Antero Cabrera, Lee Wong Sang, Moksad Ali, and Mamie Tape. Reasons for the first large-scale arrival of immigrants from Asia to U.S.	https://asianamericanedu.org/6.1-Redefine-American-lesson-plan.html
1-2	Cultural Domain	Humanities, history, and social studies courses go beyond flags, fun, food, and festivals to explore the global interconnectedness and interdependence of societies, cultures, and economies.	Family Stories, Community (Museums) Talking About Race and Racism	What objects help you celebrate your family's culture(s)? Have your family members overcome any challenges? What makes you proud to be part of your family and/or your community?	Milo's Museum by: Zetta Elliot: https://socialjusticebooks.org/milos-museum-review/#idea



Move Forward by Learning, Holding Space for Dialogue, and Designing Collaboratively

This report supports the realization of ORCSD's work to address racism and move toward anti-racist practices in teaching, learning, and curriculum building and/or change. It follows the promise to:

“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.” (ORCSD’s Vision)

Empower students with “an awareness of self and an awareness of others, who utilize a strong foundation of transferable skills.” (ORCSD Vision of a Graduate)

Many students are aware. They are facing discrimination and see gaps in curriculum, as do teachers. They hope for change and want to be involved in the process. The focus groups with students and teachers show that there are inequities and problems to address in the district. Students and teachers have noticed and felt prejudiced perspectives in their learning and teaching environments. Students specifically noted during the focus groups that they wanted to see anti-racist practices and curriculum introduced earlier in school. A student expressed, “We all grow up in the world where there are blacks and whites, we need to teach students at young ages before they get things in their head that are wrong.” [LLE8](see Appendix p. 33). [LLE9]

Educators need to start and/or continue to look at the resources that have been used in the classroom to teach race and racism because the resource authors lack racial diversity. Currently, it feels like white history is a requirement, and Black history is an option. Adding materials and dialogue about current and historic events involving many races is needed, and many efforts have begun. For example, the recent (Spring 2021) community-wide ORCSD gathering focused on Asian-American and Pacific Islander (AAPI) history and family stories illustrated the power of learning together and making a conscious and clear effort to emphasize the voices, experiences, and contributions of people impacted by racism and prejudice.

As educators work together (with students, families, community) to make these changes, they also need to consistently reflect upon how their background knowledge and their identity shapes the way they teach and determine what is included in the curricula. Additional training, time for collaboration, and curricular supports will bring this further into educators' awareness.



Overall, the resources shared in this report are from authors with diverse teams and/or backgrounds which aligns with students' and teachers' suggestions from the focus groups. The hope is that these examples will help with anti-racist curricular framing. The findings and overview of resources provide guideposts to help educators ensure their teaching and lesson plans address racial and educational equity. In conclusion, opportunities for action for ORCSD educators (along with administrators, students, parents, and community members) could be to:

- **Identify and share anti-racism practices already in place (e.g., in lessons, classrooms, and school environments; how educators teach or students learn; and/or curriculum materials that help create opportunity for perspective taking focused on DEI.** Build on what you are already doing. Come together and talk about the different types of materials you want to try. Discuss how you will design change and come together to address the need to revise or address challenges that have occurred in change.
- **Focus on collaborative learning and professional development within and across teams, grades, and schools.** Continue to learn how to address challenging dialogue in the classroom and how curricular materials are integrated. Continue to reflect on identity and perspectives – knowing who is impacted the most by inequities.
- **Integrate the social emotional learning of teachers and students and think about the learning environments in your district.** Talk and collaborate with specialists and other school-based groups focused on initiatives (e.g., sustainability, social emotional learning).
- **Decide together about how to make sustainable curricular changes that hold anti-racism and DEI frames for thinking and practice.** Use some examples from teachers' current work at ORCSD. Integrate BIPOC authored resources, history, stories (focus on material changes). Engage in conversations with students and families about curricular change using frames and indicators from the resources shared in this document. Be thoughtful and design collaboratively.



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Appendix

Project Overview

Project Goals

- To research anti-racism, social justice, and educational equity 'best practice' competencies, frameworks, and curricular change focused on race.
- To find sustainable strategies and curricular frames that help teachers address structural racism in their practice and implement the changes in their classrooms.
- During the 2021-2022 school year: Dialogues that share the research with teachers and students in Fall 2021, so they can ground the findings in their teaching and learning. [LLE10]

Project Activities

Late May to Mid-June: Meet with anti-racism and equity teacher leaders at the elementary, middle, and high school levels to make connections with other teachers and students with the goal of conducting focus groups about their needs for addressing race and equity in their practices.

Late May to Mid-June: Conduct up to 5 focus groups with scheduling support from teacher leaders.

- Create questions
- Review zoom recordings
- Theme/code and analyze the focus groups to understand challenges teachers and students face regarding race, racism, equity, and anti-racism to address the issue appropriately
- Write a brief summary report to share via email with teacher leaders and superintendent for comment/insights

June to August: The researcher will meet with a NH Listens mentor weekly to discuss the work in progress. They will also reach out to teacher leaders and the school superintendent at least twice during the summer to help make sure the research meets their needs.

June to August: Using the focus group findings, conduct a literature review with the focus on building an “actionable lens” that helps teachers critically think about their practice and how to revise their curricula, adapt their teaching environments to better serve and represent the diversity of their learning community and beyond. The literature review research will focus on:

- The best practices of anti-racism curricula at schools to address the respective issue that schools face



- Research and describe the best practices for how to apply an anti-racism and racial equity framework to curricula and curricular policy. Provide a review of best practice frameworks that will support ORCSD's ongoing efforts for implementation.
- The goal is to distinguish between curriculum that is about race and racism and other forms of social inequality and discrimination vs. curriculum that removes white centrality and builds in representation across topics. Curriculum refers to the classroom environment, materials, and teaching/learning practices and policies.

Late August: The final report will include an accessible literature review and an actionable list of recommendations based on the findings, so teachers and administrators can have a grounding framework for moving their racial equity and anti-racism curricular change efforts forward.

Teacher and Student Focus Groups

High School Teachers and Students

An active school policy is needed.

- The conversations between high school teachers and high school seniors confirmed that the school district should revise the current school policy against racism. One of the high school teachers said, "The school did not have a clear antiracism policy." "It is a policy of a lack of discrimination more than actively [you know].... Working against it."
- Students also think a school policy against racism is passive; the school district says that they will end racism but the policy does not say how they would end the racism. "It never got into the types of racism and the types of aggression. It was more student centric. It did not cover curriculum materials, it did not cover protection of students of color. It didn't discuss any form of antiracism."

The school needs to look at the resources [LLE1] used in the classroom to teach race and racism.

- The teachers say the resources that have been used are written by white people. One of the teachers said, "The teacher has recently introduced books to the freshmen, notably, 13 books are written by white men, and two by white women." These are classic books addressing race (e.g., Secret life of bees).
- To figure out curricular changes – you need to get rid of a bunch of classic books and bring in very different ones. This is a challenge and can feel like a big barrier. It takes, "a lot of resources to do that monetarily."
- For Math classes – "Math is built upon itself, and the teachers need to prepare kids for the next teacher. So, they cannot do more changes."



- Students also would like to see changes in the curriculum, and to see teachers willing to change or correct students in classrooms.
- Department staff noted that they do not have a curriculum that is written by people of color. So, they are thinking about and adding conversations/education about current and historic events involving race into classes other than African American History. Currently, white history is a requirement, and Black history is an option.
- Teachers think the entire staff is white. The school needs a cultural shift of perception and assumptions. “White teachers get in front of the class and professorial about the topic that students yet do not understand.”

There is a lack of background knowledge on race and racism.

- The conversation between teachers and students shows that the staff need additional/ongoing training by the school district.
- Students say, “Teachers need to get educated by the district, and teachers will be able to stop racism in a constructive way.” Some teachers’ perspectives include microaggressions. It is unclear whether they are intentional or recognized. For example, “One teacher kept assuming that [a student] who was east Asian was good really at Math,” no reason other than her race.
- People have noticed that adults are making jokes about pronouncing students' names, commenting, “I would even not try it,” And “sometimes students do it too, but it is mostly coming from teachers...students are uncomfortable with it.”
- People in the focus groups also noted the importance of using, “appropriate language regarding POC, for example, discussing the history and harms of racial slurs.” Look at racial incidents that happened at school to offer more training to the staff to learn for themselves and then apply it into curriculum to teach students about race, and how everyone could be antiracist. [LLE12]
- According to DEI student group members, the expectation is to have open communication between administrators and students about the implementations. “They are pushing a lot of teachers in my opinion, but they are not doing much to actively support teachers, without any training there would not be any changes.”

Middle School Teachers

Action teachers can take:[LLE13]

- Help kids notice that this creates uncomfortable feelings, recognize that it is okay, that is a part of the work.
- Sitting with that discomfort is a positive part of growing.
- Empowering teachers with tools and language, and resources they can use to either make changes or manage their feelings.



- Establish some group agreements early - what we expect from each other
- The resources and videos that I use in the class show a range of Spanish speakers in the world, not just focusing on European Spanish – trying to avoid cultural appropriation too.
- Using choice rather than strategies. She is trying to do better with non-fiction reading and persuasive writing this year.

Social-emotional support [LLE14] is needed.

- “The only thing that influences me [LLE15] is knowing that there is a support in the district.”
- “We want to use historical resources that come from variety of backgrounds as evidence making claims, actual data for having evidence before making racial generalizations.”
- “Being able to articulate my pedagogy, my reasoning and my academic goals for people not approve the topics.” The communication piece is very hard for most of the teachers. Teachers can be upset when asked to explain what they are doing.
- “Some guideposts K through 12 would be wonderful that we are articulating that we are on the team, we are on the same page in a sense of build upon something. That could be accomplished if someone brought a topic, essential question, something articulated progression. I would be delighted to see that.”
- In order to fully enact antiracist lens effectively we need more common learnings. We definitely provided reach opportunities for people who you know people step forward, they have time, they have desire. But going forward we need some common language and common expectations, it can be broad, but I do not think that everyone knows in the district that we have antiracist policy that has been drafted at school board level.
- I think we need some similar understanding with anti-racist policy. That also I know some colleagues that they might have misunderstanding, need more background knowledge, or also I know some colleagues they think it is divisive, damaging. We just need clear articulation in policy.

Middle School Students

Students face challenges with race and racism.

- A student shared their experience with racism when they went to the 1st grade at ORCSD. “Someone said...I do not want to be your friend because you are brown. That is the only experience that I had with racism before.” Then they said that maybe you should change your skin color. And then I started worrying about it. I [told] my parents, my teacher and my teacher talked to her, since then it never happened again.”
- “I think that in the 6th grade, there was like a group of girls [who put] eyeliner [on] long, pulling their eyes back and stuff, and they said that they feel bad for me not being fully white.”



- “Just people like making offensive jokes. Example, knock knock joke.”
- “There was a black [student] who was sitting next to a white [student]. When the bus stopped, the white [student] said, “I do not want to sit with you anymore because you are black. I don’t sit with black people.”

Talking and learning about race and racism:

- “I think it would be better if the students learn about racism before elementary...The bus thing happened, when the kids were not aware of it, they started doing it. Because they saw it on TV...That is racism right there. There are a lot of kids [who] are [doing it] not even knowing that it is racism.”
- “If the district starts introducing antiracism, because we all grow up in the world where there are blacks and white, we need to teach students at young ages before they get things in their head that are wrong.”
- “Instead of teaching students don’t do it, the school should prevent racism.” When teaching earlier on, there is more learning about different issues.

Guidance for curricula suggested by students:

- “In my 5th grade, we did talk a bit about racism, we talked about Native Americans, how they [were] mistreated. I think that we also need to talk about African Americans and different people.”
- “We have not talked at all really about black lives. I think they should add it to classes. How we can stop it, when we see it, how we can prevent it at first place to keep our school district safe.”
- “This year was really good to learn about social justice and privileges. We are learning more about it both in social studies and language arts. But I think we did not learn much about it, we learned more historical, civilizations.”
- “I do think that if teachers cannot teach that, then they should have a group, the kids can too. They can learn [about] slavery and all that stuff. The kids can handle it.”

Elementary Teacher Perspectives

Diverse materials and rethinking curriculum across the schools

- Goals: finding and purchasing books that represent diverse characters in non-stereotypical ways.
- Interested in including more diversity in book talk, books.
- Would like to see more Islamic and Indian culture being discussed, explored.
- Feels classroom teachers are so bogged down with core math and literacy – that not enough time can be devoted to S.S. – wants to help.



- Believes the teaching of history is the key to a more just/equitable society – At each grade – we teach about History all year long – I believe we should get rid of Black History Month – have this be more inclusive throughout everything. Every part of the curriculum – science, history, space – should never be just a bin of diversity books – interspersed throughout everything – more healing will occur – we should all know about it.
- When students are researching – teach them how to decipher real information from misinformation – we can't move forward if we don't agree upon the facts of the past – we just chase our tails in disagreement – In retrospect – create productive, happy citizens who are all voters.
- Like with recycling – it's always harder to change the minds and habits for the adults – older generation – not the children – bring informed voters into the world – that's how we can change things.
- Can't this be included in our social studies curriculum? What is our social studies curriculum? I feel like we need to figure out what our social studies curriculum is by grade level before moving into this antiracism curriculum.
- This building focuses a lot on holidays. I believe we generalize and oversimplify other holidays from around the world because we really don't know them or that culture, other than through the lens of a children's picture book or video clip. We display TOO much Christmas – through bulletin boards, Santa hats, songs, and more... I wish we celebrated learning in this building OVER holidays.
- I'd rather celebrate other learning topics that bring people together to make a difference – like water for example or recycling or poetry.

Engage the community

- Explored China with the teachers from the Confucius Institute – focused on language, games, story characters, food, cultural importance – stations – made dumplings, kites, words and language experiences. She would love to do more of this – 1 month long focus – interested in focusing on other countries.
- Wants to explore the resources of our community – the people and families that are the experts – bring them in and have them share their experiences, etc.

Sharing personal stories, passion, experience

- Shared about a Diversity Training she attended last year where you create a necklace of beads based on opportunities you've had, feelings, experiences – was able to observe her amount of beads to that of others of various races/gender – powerful experience for her.
- Shared her story of talking with her conservative southern father during her visitations about facts versus misinformation about the Civil War– resulted in having him change his vote – feels that these conversations, although small in comparison, were examples of



what can happen if everyone spoke up to others when a comment is made or they see or hear something inappropriate.

- What can we take off our plates? We keep adding more without ever taking off. I've never been comfortable having these conversations and I'm not sure I would know what to say in the moment.

Working Report for Discussion

OVERVIEW OF ACTIVITIES WITH NH LISTENS TEAM – 2019-2020

NH Listens works with public schools to create a strong foundation for sustained work for educational equity. We believe that educational equity and a sense of belonging among all learners can lead to improved educational outcomes for all and requires effort at the community, school, and district levels. We have adopted this definition from the National Equity Project: Educational equity means that each child receives what they need to develop to their full academic and social potential.

August 20, 2019 – ORCSD Administrative Team August Retreat. Goals included: (1) To reground using the work begun last year (building on the focus group you had with Carrie in June) (2) To keep clarifying WHY we are committed to this work—the language we are using and the messages we want to send (3) To focus on your role as leaders supporting interpersonal and institutional change (4) To make sure you all feel grounded in the strategic plan and opportunities for the coming year

August 26, 2019 – Opening Days Professional Development. How can we make sure all our schools work for all our kids? We are all responsible for creating and supporting an environment where all our students can thrive and where we all feel empowered and supported. What is your role in these dynamics? Our relationships and how we treat each other shape our community. Most people want communities where all people have dignity and respect. Today we are reflecting on our roles in fostering a culture of belonging and fairness with our students, our colleagues, and with families. The goals of the day included: (1) to reground us the work begun last year (2) to keep clarifying the language we are using and the messages we want to send. (3) to focus on your role as educators who create the school community.

October 3, 2020 – Student Dialogue on School Climate. Questions posed: What do we need from each other to create an accepting, kind, and engaging learning community for all students, families, and staff in our schools? What are some things that make it easier to speak up and participate? What are some things that get in the way of you speaking up and being engaged in school? How would you describe the Oyster River High School community to someone who is thinking about moving here? Describe a time when you felt like you belonged in this school community. What are some of the things that happened to make you feel that way? What did you notice?

October 19, 2020 – Support Staff Professional Development. How can we make sure all our schools work for all our kids? We are all responsible for creating and supporting an environment where all our students can thrive and where we all feel empowered and supported. What is your role in these dynamics? Our relationships and how we treat each other shape our community. Most people want communities where all people have dignity and respect. Today we are reflecting on our roles in fostering a culture of belonging and fairness with our students, our colleagues, and with families. The goals of the day included: (1) To reground us in the work begun last year (2) To focus on your role as essential staff who help create the school community (3) To keep clarifying the language we are using and the messages we want to send.

February 6, 2020 – Moharimet Enrichment Committee Framing 2020-2021. Goal for the meeting: To create a frame to help the Moharimet community gain a deeper understanding of our commonalities and diversities from a global perspective.

March 3, 2020 – Mast Way Teacher Dialogue and Needs Assessment. This dialogue and needs assessment are a chance for educators to share their needs and interests for supporting their work in educational equity. We know you care deeply about students and we want to strengthen our ability to



identify inequitable practices, especially those that are unintended. Join this interactive conversation to help guide our next steps in cultivating the talents and interests of every child regardless of racial, cultural, economic, or other social factors. Questions posed: What are the biggest issues you are facing? What are the biggest challenges your students are facing in terms of bias and prejudices? In term of disrupting bias and prejudice, what do students need? What is the price your students will pay if we don't address their needs and make changes? Where do you feel stuck? Misunderstood? What is one practice of habit you hope to change during this work together? What do you see in our schools or in the community that is evidence of implicit bias or othering? What do you see that promotes a sense of belonging and full inclusion?

CANCELLED DUE TO COVID-19 April 5, 12, and 19 – UNH Community Literacy Center Critical Reading Group: Readings and Discussion on Equity and Inclusion. The Community Literacy Center, NH Listens, and ORCSD are excited to announce the 2019 Critical Reading Group, an opportunity for K-12 educators in all disciplines to read and discuss books and articles that investigate how issues of race impact curriculum, communication, and community. Goals: (1)Read and discuss articles/books related to race and education (2)Collectively explore intersections of race and their own teaching.

March 2020 (ongoing) – Curricula Analysis for Equity. During ongoing meetings, UNH Community Literacy Center (CLC) as a partner with NH Listens provide ORCSD teachers support as they engage in re-envisioning their curricula. The work is organic and focused on teacher needs. Support includes sharing resources and readings, asking questions, and considering pedagogical possibilities. The UNH CLC, or a NH Listens staff member serves as a critical friend, helping ORCSD educators to interrogate their own practice and center race and equity in their planning. This work began in the OR Middle School.

April 24 & 29, 2020 – Problems of Pedagogy and Practice all Schools (Optional PD). Come to this hour-long Friday Zoom session to share experiences teaching during the time of COVID-19. This is a facilitated discussion to talk with fellow teachers about your challenges, successes, and thoughts about the rest of the year.

April 27, 2020 – Support staff dialogues. While many teachers have set up classrooms online, how have paraprofessionals roles changed? What have you noticed about your work and participation in school operations since classes went online? Paraprofessionals and support staff are invited to this Zoom session to discuss their experience during COVID-19.

April 30, May 7 & 14, 2020 – Book Club all Schools (Optional). This book club will read *Why Are All the Black Kids Sitting Together in the Cafeteria* by Beverly Daniel Tatum and meet 3 times to discuss specific sections of the book.

May 1 & 8, 2020 – Facilitated Online Case Studies all Schools (Optional PD). Join a school-based conversation to explore a case study, share and learn ideas for responding. Cases will be age appropriate, include online and in person scenarios, and will be shared in advance. These groups will be intentionally smaller in size, one hour starting at 12:00 and 1:00 on the following Fridays. Resource: *Case Studies on Diversity and Social Justice Education*(Second Edition) by: Paul C. Gorski and Seema G. Pothini.

Annotated Teacher/Staff List for Book Clubs – In process



OVERVIEW OF ACTIVITIES WITH NH LISTENS TEAM – 2019-2020

NH Listens works with public schools to create a strong foundation for sustained work for educational equity. We believe that educational equity and a sense of belonging among all learners can lead to improved educational outcomes for all and requires effort at the community, school, and district levels. We have adopted this definition from the National Equity Project: Educational equity means that each child receives what they need to develop to their full academic and social potential.

August 20, 2019 – ORCSD Administrative Team August Retreat. Goals included: (1) To reground using the work begun last year (building on the focus group you had with Carrie in June) (2) To keep clarifying WHY we are committed to this work—the language we are using and the messages we want to send (3) To focus on your role as leaders supporting interpersonal and institutional change (4) To make sure you all feel grounded in the strategic plan and opportunities for the coming year

August 26, 2019 – Opening Days Professional Development. How can we make sure all our schools work for all our kids? We are all responsible for creating and supporting an environment where all our students can thrive and where we all feel empowered and supported. What is your role in these dynamics? Our relationships and how we treat each other shape our community. Most people want communities where all people have dignity and respect. Today we are reflecting on our roles in fostering a culture of belonging and fairness with our students, our colleagues, and with families. The goals of the day included: (1) to reground us the work begun last year (2) to keep clarifying the language we are using and the messages we want to send. (3) to focus on your role as educators who create the school community.

October 3, 2020 – Student Dialogue on School Climate. Questions posed: What do we need from each other to create an accepting, kind, and engaging learning community for all students, families, and staff in our schools? What are some things that make it easier to speak up and participate? What are some things that get in the way of you speaking up and being engaged in school? How would you describe the Oyster River High School community to someone who is thinking about moving here? Describe a time when you felt like you belonged in this school community. What are some of the things that happened to make you feel that way? What did you notice?

October 19, 2020 – Support Staff Professional Development. How can we make sure all our schools work for all our kids? We are all responsible for creating and supporting an environment where all our students can thrive and where we all feel empowered and supported. What is your role in these dynamics? Our relationships and how we treat each other shape our community. Most people want communities where all people have dignity and respect. Today we are reflecting on our roles in fostering a culture of belonging and fairness with our students, our colleagues, and with families. The goals of the day included: (1) To reground us in the work begun last year (2) To focus on your role as essential staff who help create the school community (3) To keep clarifying the language we are using and the messages we want to send.

February 6, 2020 – Moharimet Enrichment Committee Framing 2020-2021. Goal for the meeting: To create a frame to help the Moharimet community gain a deeper understanding of our commonalities and diversities from a global perspective.

March 3, 2020 – Mast Way Teacher Dialogue and Needs Assessment. This dialogue and needs assessment are a chance for educators to share their needs and interests for supporting their work in educational equity. We know you care deeply about students and we want to strengthen our ability to



identify inequitable practices, especially those that are unintended. Join this interactive conversation to help guide our next steps in cultivating the talents and interests of every child regardless of racial, cultural, economic, or other social factors. Questions posed: What are the biggest issues you are facing? What are the biggest challenges your students are facing in terms of bias and prejudices? In term of disrupting bias and prejudice, what do students need? What is the price your students will pay if we don't address their needs and make changes? Where do you feel stuck? Misunderstood? What is one practice of habit you hope to change during this work together? What do you see in our schools or in the community that is evidence of implicit bias or othering? What do you see that promotes a sense of belonging and full inclusion?

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Oyster River Cooperative School District **Racial and Educational Equity** **NH Listens Summary Report 2020-2021**



Overview of Activities Facilitated by NH Listens ***Themes, Points, Questions, and Suggested Actions Steps***

NH Listens envisions a state where residents are connected, engaged, and heard in decisions that impact their lives and where all have equitable access to justice, opportunity, and liberty.

NH Listens believes that racial and educational equity and a sense of belonging among learners, staff, and families can lead to improved educational outcomes. These efforts require the collective voices and diverse perspectives at the community, school, and district level. For our work with schools centered on educational equity we have adopted National Equity Project (NEP)'s definition: *Educational equity means that each child receives what they need to develop to their full academic and social potential.*

NH Listens' work with public schools focuses on creating a strong foundation for increased student voice, family engagement, and educator empowerment that aims to strengthen educational equity and belonging – and ultimately student success. In partnership with school leaders, we hope to generate pathways for dialogue and conversation that strengthen foundational knowledge and skills that helps build systemic change. Our theory of action is based on the premise that systemic change requires simultaneous work in school and district practice while building public understanding, will, and support for creating more equitable and effective educational practices – it takes time, persistence, patience, and collective effort.

NH Listens Team 2020-2021

- Michele Holt-Shannon, Director of NH Listens
- Andres Mejia, NH Listens Program Manager
- Dr. Carrie Portrie, NH Listens Program Manager
- Dr. Bruce Mallory, NH Listens Senior Advisor and Professor Emeritus, UNH Dept. of Education
- Dr. Elyse Hambacher, Associate Professor, UNH Dept. of Education
- Dr. Bethany Silva, Assistant Research Professor UNH Dept. of Education, Director of the Community Literacy Center, and District Parent

Key Points from 2021-2022 Activities

- Focus on a district-wide social justice/anti-racist lens
- Keep in mind the lessons-learned about equity during the COVID-19 pandemic
- Learn more and talk more about race, identity, and power dynamics
 - Continue to find time for difficult conversations among staff and with families
 - Practice responding and holding space for challenging conversations with students
- Find a shared/collaborative approach for curricular reviews, revision, and change
- Understand and design opportunities for staff, student and family voice that builds greater belonging and systemic change

Overview of Activities Planned and/or Completed¹

1. Late August 2020 – Opening Day All Staff Professional Development

The NH Listens team facilitated a 90-minute dialogue-based professional development session for all staff across the district. Via mix-small groups, the focus was on educator wellbeing and the culture of communication on issues of equity with an emphasis on post-COVID and related trauma, centering concerns for equity and vulnerable students and families.

Goals included:

- To focus on relationships and keep getting to know each other – strong relationships help us model and sustain resilience during difficult times and when addressing difficult issues, such as the impacts of Covid-19, racial injustice, and social isolation.
- To reflect on our core beliefs about teaching and learning and how they shape how we show up in this moment.
- To learn about some of the opportunities this year for continued work addressing educational inequities.

Feedback from Staff and Faculty included the following points:²

Conversations are challenging and needed across staffs and schools

- Conversations about race, identity, and bias are challenging. Faculty and staff (and students) have different experiences and comfort with the challenges.
- Staff feel they are in it together. Talking together (across and within schools) helps with isolation.
- Staff appreciate time for listening, talking, and connecting across the district.

¹ The 2019-2020 Activity Report is available here: https://drive.google.com/file/d/1VkJ_ZB2jC0i5QaiiBK-KoyvdbFpflOfstX/view?usp=sharing. NOTE: Some planned activities or areas of work were adjusted or put on hold for two reasons: (1) the district faculty or engaged family members had already begun to develop and hold opportunities or (2) shifts in learning schedules and teaching due to the ongoing COVID-19 pandemic.

² A fuller summary of feedback is available here:

<https://docs.google.com/document/d/1NncA822mM3e6sBsrrkFUUaRqKGr8XMhPubowr5SRZDw/edit?usp=sharing>

- Staff identified the need to find time and create space for stories, and how positivity and time for reflection together helps, as people have worries and are struggling during the pandemic.

Staff want to learn more and talk more about race, identity, and power dynamics

- Staff acknowledge they have more to learn about race, identity, assumptions about others' identities, as well as power and privilege.
- They want to learn more about how to hold and support conversations about race and social identity –wanting strategies, language, and time for self-reflection so they can take action – modeling, strategies, and time for practice are appreciated.

Staff want to take action via their curricular choices and teaching

- Part of the action needed is to look at lesson plans and hold broader curricular conversations among adults and hold dialogues with students in classrooms.
- Another part of action is to talk district wide about how curricular choices are framed as well as holidays and celebrations, systemic problems overall in terms of equity, and the impacts of inequities in the larger community, state, and country.

2. October 2020 - January 2021: District Leadership Team Sessions

NH Listens designed and facilitated four 2-hour sessions for the district leadership team. The sessions occurred online via zoom. The purpose of the sessions was to strengthen foundations, knowledge and skills for systems change. Our theory of action is based on the premise that systemic change requires simultaneous changes in school and district practice while building public understanding, will and support for creating more equitable and effective educational practices.

Goals included:

1. To introduce a framework for leading systemic change for greater racial equity in your schools and spheres of influence, including the equity audit.
2. To make concrete school-based connections to the district Equity Coalition.
3. To clarify and determine leader needs for next steps.

Resources that supported discussion and learning were stored in google drive:

https://drive.google.com/drive/folders/1PJ9tnxyq5G-FFoP_e_iqqtRSgDHSEINM

Two key framing documents that will continue to support the district's equity leadership models include:

- Great Schools Partnership Indicators of Educational Equity
<https://www.greatschoolspartnership.org/wp-content/uploads/2020/06/Indicators-of-Educational-Equity-June-2020.pdf>
- National Equity Projects Leading for Equity Framework – Mental Modes of Leadership
<https://www.nationalequityproject.org/framework/leading-for-equity-framework>

The leadership/administrative team noted what is in place or in progress:³

Oyster River Middle School

- ~50-60 students participate in Oyster River Middle School's (ORMS) social justice club
- ORMS completed a Read Aloud of *Stamped*
- ORMS has started a PLC on equity and anti-racism

Oyster River High School

- Oyster River High School (ORHS) students have a group and have created a list of changes they want to see occur related to anti-racism policy and practice in the district
- Work has been done in Advisories at ORHS around microaggressions, issues of equity - Advisories have improved and have become a safe platform for discussions and building understanding of equity and inclusion
- A group of ORHS faculty have a PLC group and are talking about equity in staff teams
- ORHS staff is very aware of the need for educational equity and have taken on the task of learning how to be even more so - forming a committee to review racial injustice in their courses
- Faculty continue to dive into curriculum, a lot of work has been completed - Educators are often hesitant to discuss race, power, privilege, etc. Some educators are working to diversify their curriculum which helps to create opportunities.

Elementary Schools

- Elementary school leadership has been talking with teachers about their choices regarding lessons and materials
- Mast Way Elementary School has created learning agreements (norms) that are reviewed at each staff meeting to enable conversations to occur in a balanced, respectful and equitable way.

District-Wide

- The district-wide equity group (that includes students, parents, teachers, district admin, and elected leaders) is building and clarifying its mission, vision, and work.
- Multi-Tiered Systems and Supports (MTSS) are in place across the district
- Staff and faculty continue to look at Social Emotional Learning (SEL) piece of the puzzle and restorative justice -- connecting to elementary school leadership
- The district has worked collaboratively with the school and broader community in developing and implementing an equity statement and policy, as well as systems of accountability.
- The district partners with community organizations to provide opportunities for community-wide discussions of anti-racism and anti-bias.
- District-Level -- Getting better at looking at policies and curriculum review policies -- responding in a more systematic way -- understanding where we are coming from and having the policies to back it up.

Leaders talked about policies and practices that will move educational equity forward:

Focus on a District-Wide Social Justice Lens and Lessons-Learned about Equity post-Pandemic

- Pandemic combined with social justice — hard to keep the social justice as a priority
- Need to keep social justice as a priority, in the midst of the pandemic

³This is not necessarily a comprehensive list, as it evolved among all 2020-2021 efforts district-wide

- Equitable access for all students
- We need to constantly refocus our lenses
- Pandemic has made clear how resources are distributed, esp. as that reflects racial differences; connecting this to Black Lives Movement (BLM) and how it has called our attention to those things that we otherwise don't see
- Not stand-alone actions, rather integrating these commitments into our conversations, planning, decision-making

Continue difficult conversations among staff and practice for responding and holding space

- Continuing the difficult conversations
- A school wide read to drive continued discussions
- Having conversations with small group of my staff...finding out their thoughts, perspectives, etc. in short, listen more, talk less.
- Would like to work on a staff training to start having these types of conversations, bring awareness of the habits we should change
- The trust piece so we can have the conversations – Concerns and worries — building trust and relationships — need to create spaces of honesty, openness and vulnerability while talking and sharing stories
- How to respond to implicit bias as it comes up - *Reflection on own personal bias*
- Need to get to action and spend less time talking – Knowing change can only occur at the speed of trust — tension between talking and listening

Find a shared/collaborative approach for curricular reviews, revision, and change

- Need a uniform approach to curriculum reviews and revision; esp. social sciences, cultural literacy
- To bring this work into the Social Emotional Learning work we are doing as a district.
- Curricular and celebration/cultural work with a social justice perspective
- Help our student-driven effort to incorporate more anti-racist readings into ORHS curriculum
- curriculum development particularly around cultural awareness/inclusion
- Grading practices at ORHS need to change
- Curriculum across the district needs work to embed more diverse ideas and people.
- *Learning opportunities designed to foster a greater understanding of cultures - not explicitly done with K-4 curriculum*
- Inventory curricula at Moharimet — collaborative experiences — need to hear kids' perspectives

Understand and design opportunities for staff, student and family voice that builds greater belonging and systemic change

- More focus on hiring practices to expand diversity on staffs district-wide (x4)
- Equitable access in terms of food and technology — hard to center and put in front needs (assuming our privilege)
- Staff need to continue to learn about creating a safe inclusive classroom (e.g., What everyone sees in the classroom (posters, books...))
- Sense of belonging in classroom and in school
- Raising marginalized voices (e.g., Clubs at the high school allow for student voices, students create the clubs based on interest: Diversity Equity and Inclusion, Gender Sexuality Alliance, Government)

- Faculty support for difficult conversations with students, esp. in virtual world when others are present
- Recognizing that students have formed belief systems, reflecting family values; supporting faculty for those situations when they become challenging
- Intervening when students use "othering" language that are hurtful
- Holding students accountable in a firm but loving way
- Value of policy re: responding to parents who push back on curriculum, films, reading
- Our "presence" in students' homes via the camera has opened our eyes to the kinds of support that they need; we have "othered" the home in the past, now home and school are smashed together, and we can learn a lot from that.
- Building bridges between home and school requires us to use an equity lens
- Global read a-louds and conversations with families to support shared reading

3. ORCSD Coalition for Educational Equity

To achieve the goal of moving into shared work with Oyster River students, educators, families, and community members, we will facilitate and support the formation of a coalition. Members of the coalition will meet regularly to maintain momentum and sustain the long-term changes necessary for authentic progress on this journey. It will be made up of a diverse membership of students, family members, community members, and educators. In this inaugural year, we ask that members commit to participating for the full year. We will meet monthly as a group to ground our work in authentic relationships, deep understanding, and shared measures of success. Our charge will be to interrupt and transform inequitable systems into places of opportunity for young people and adults. We will be charged with making the work of educational equity transparent and real. The coalition would serve as ambassadors for communication regarding matters of equity between the district and wider community. (5 days, two coaches)

4. Student Voice

We will continue to support student organizations committed to greater equity and inclusion. We will support the student members of the Equity Coalition, with an emphasis on fostering student voice there to be sure student needs and perspectives are prioritized. We also will work with ORMS and ORHS to support sustainable structures for student voice on matters of equity and inclusion in each school.

Notes:

Andres working with 5th grade teams
All middle school workshop with the social justice group
High school work with the stories students are telling.

5. Teacher Leader Cohorts

Carrie will schedule with each schools leadership to start in January

There are self run groups at the middle and high school -

Carrie will reach out in mid-October to school leaders in Elementary and Middle

Bethany will reach out to High School

Both need to schedule 4 to 5 meetings January to May 2021

Elementary Schools – Carrie and Elyse (or Andres)

Notes from Bethany meeting 10/1 - Mast Way – teachers are feeling defensive and traumatized, good to ground in Mary Cowhey's text – envisioning what we can do

OR Middle School – Bethany and Carrie (Chris Hall coordinating with Bethany)

Notes from Bethany meeting 10/1 – Curricular groups that meet, how do we blend making it what they want (planning curricula and inquiry) while sharing models they can use

Teaching Tolerance standards for social justice

Using model from Exeter Middle School that Carrie and Andres are doing

OR High School – Bethany and Michele

Bethany will reach out to Suzanne

Design and host school based professional development sessions to be customized with school leadership. This will emphasize school based critical inquiry work with staff (integrating the two elementary schools with separate groups for the Middle School and High School). The purpose will be to develop inclusive curriculum content, using reflective practices that can inform teachers and be applied in classrooms. Example offering for elementary educators: Offer teacher professional learning grounded in Mary Cowhey's text, *Black Ants and Buddhists* and other seminal texts. The goal of this professional learning is to 1) understand what it means to teach for social justice, 2) use justice-oriented concepts and apply them to one's teaching context, and 3) collaborate with other educators committed to justice-oriented education. **Each group will meet 4-5 times with the goal of becoming self-led.**

Session Goals:

1. To focus on our head, heart and hands to build our skills and resilience.
2. To build capacity to create concrete curricular changes to address race, racism, and other forms of discrimination in age appropriate and trauma informed ways. (12 days, six coaches, all school based or could combine across elem and middle/high)

6. Professional Development JANUARY forward (district wide offerings by registration) – (PUT ON HOLD)

HOLD ON THIS – FOCUS ON SEL INSTEAD this is a concern and focus in ORCSD – SEE BELOW

- Tatum is a series
- Find articles/materials for other PD
- Carrie reach out to Todd in mid-October

General Offer workshops and book clubs: Groups of 25 mixed across schools, first come by registration. Each one hour, online, learning focused. Up to 30 minutes of homework prior. Topic focus includes gender identity, poverty and social class, race, and sexual orientation.

Race – Tatum book again with white racial identity focus – **Michele and Carrie**

Social class/poverty – **Carrie and Andres**

- Creating a 2- or 3- part series on classism and find some live examples
- Discussion
- Microaggressions and triggers
- How does it play out in classroom, school, family, community
 - Actions schools can take to make an environment more welcoming
 - Prompts that don't highlight background/materialism
 - Transportation to school events
 - Ask families when/how they can be involved
 -
- Talked to Jim
- *The Day You Begin* by Jacqueline Woodson

Sexual Orientation and Gender identity – **Lu and Andres (elementary oriented)**

- Bethany has some great read alouds (bitmoji classroom) - https://docs.google.com/presentation/d/18ZhUJMiGuMxa49O5gMAAtRLvurOnwIjy-1SJe7nqSGg/edit?fbclid=IwAR2WX_u2owYgyEULV6i3D37_hmtdvRU7CkkW39rxZv7w5S5TdDeKwrt1QRM#slide=id.g887fb1d2c4_0_0

(4 days, two coaches)

Course: Critical Social Justice In and Beyond Education

An on-line graduate-level course that will begin October 13 and run through December 8, 2020. We will recruit ORCSD staff for course enrollment, applying the tuition waiver agreement between UNH and the District. There is a good chance this course will also be taught in the spring semester. Taught by Elyse Hambacher. (TBD closed version for OR only)

Fall overenrolled. Jim and Todd surveying faculty for interest. If not a UNH course, will contract separately with Elyse. Likely will have an OR only section in spring.

7. Restorative Practices – Kim Felch, Felicia Sperry (PUT ON HOLD)

Michele will schedule with SEL committee chair through Todd

Open Circle at the Elementary School Level

Bring in all staff opportunities for processing needs at this time

Personal struggles, pandemic stress

Emotionally vulnerable educators

Knowing bias can escalate during times of stress

Healing and moving forward

Incorporating Self-Care into meetings – staff meetings

Work with SEL Committee – **Carrie and Michele – nuts and bolts consulting with Mo Nunez**

This will be grounded in the work of the SEL Committee and address student well-being and mental health. In addition, disciplinary practices will be reviewed with the aim of increasing restorative approaches to counter racist and discriminatory behavior by any member of the ORCSD community. This will include partnering with the Equity Coalition to complete an equity audit at each school.

(6 days, 2 coaches)

8. Family Engagement (COMPLETED OUTSIDE NH LISTENS FACILITATION)

Carrie will schedule with Elementary school and Middle School leadership teams, and equity team sub-group

Carrie Bethany (Andres and Michele)

- Collaboration with the equity and anti-racist team – when they have their family engagement sub-group?
- Can we use some picture books/video snippets with elementary families to develop conversation by grade level and then all together? Books that model talking about race and inequities, identities (race, gender, ability, etc.)
- Middle School – reading *Stamped*
 - Kristin Forselius, Shawna Coppola, Kathy Collins, Bethany (ORCR) leading family book club. (as of 10/7, 40 people have expressed interest)

Work with school leadership to design and host one family engagement event for families of young children (pre K – 4th) and one for families of older students (5th to 8th) on topics related to learning about race and racism, shared reflection for families and topics such as talking to children about race and racism. 90min to 2 hours in length to be scheduled in the fall.
(two days, two coaches)

9. District policies and practices (PUT ON HOLD)

Bruce will schedule with Todd and get some time with him and a few others and get some priority areas.

Bruce and Elyse (unless teaching course as overload)

- Notes: Bruce planning to focus on this in early spring.
- Working with equity sub-group strategic planning

RE-ENTRY TASK FORCES POLICY EQUITY TALK for FALL: Re-entry in fall and focusing on equity – Put the GSP equity indicators in front of task force – Bring the policy statement to this group (the high school one that the equity group is looking at)

Cross walk between Coaching for Equity and GSP indicators

We will work with the leadership team to assess progress on the Diversity Goals of the Strategic Plan, analyze obstacles to progress, and revise objectives in light of prior learning and new conditions (the impact of COVID-19 and lessons learned in the current anti-racist movement), and integrate recommendations from the Equity Audit and work of the Equity Coalition. This will include coaching on recruitment and retention of staff of color, adoption of restorative justice disciplinary policies, and creating sustainable governance structures to support Equity and Inclusion goals into the future.

(4 days, one coach)

All of these activities will be designed for delivery either in-person or on-line, depending on school and district preferences and the re-opening process that occurs in the fall.

APPENDIX C

DRAFT

Proposed Position: Director of Diversity, Equity, Inclusion, and Justice; 2022-23 School Year

Rationale: The ORCSD Strategic Plan includes the addition of a Director of Diversity, Equity, Inclusion, and Justice (DEIJ). The workload on the Superintendent and Assistant Superintendent around DEIJ is now at a level that warrants the inclusion of this position in the proposed 2022-23 school year. In addition, our principals, faculty, and staff need a dedicated leadership team member who can offer guidance around this complex and critically necessary work.

The district has been engaged in DEIJ work for six years, and the demands for our collective learning in this area continue to increase, as the Oyster River community is becoming more diverse. The sustainability of this work is dependent on the addition of this role to the senior leadership team. In 2021-22, both Manchester and Exeter school districts have created similar leadership positions, and many private K-12 schools have had DEIJ-type positions for several years.

Proposed Job Description:

JOB TITLE: Director of Diversity, Equity, Inclusion, & Justice

SALARY RANGE: \$95,00 - \$105,000 with exceptional benefits

REPORTS TO: Superintendent of Schools & Assistant Superintendent of Schools

JOB OR POSITION SUMMARY: The Director of Diversity, Equity, Inclusion, and Justice is an integral member of the Oyster River Community School District senior leadership team and is responsible for guiding DEIJ efforts while also creating opportunities to define, assess, and promote diversity, equity, inclusion, and justice. The Director works closely with a variety of stakeholders and is responsible for prioritizing and operationalizing DEIJ initiatives, particularly those dealing with curriculum (in collaboration with the Assistant Superintendent), the advancement of cultural competency of the organization, faculty/staff recruitment and retention, and professional development.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

1. Recognizes and explicitly communicates the need to center the concepts of anti-racism, equity, and justice within SAU 5 and helps shape compassionate, equitable, and humanizing policies, practices, and procedures throughout the district.
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 and staff.

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, and social justice-focused efforts, including support with special programs.
4. Communicates professionally to a broad range of stakeholders using various mediums and modes that includes, but is not limited to, classroom/school visitation, social media platforms, public speaking events, school board meetings, and moderated public forums.
5. Plans and leads professional learning experiences throughout the year to address ongoing and ad-hoc needs around issues of diversity, equity, inclusion, and justice.
6. Collaborates with the senior leadership team to create, implement, and monitor systems and programs designed to ensure fair and equitable treatment of all faculty, staff, and students and assists leadership in addressing discriminatory acts, processes, and policies in the district, including working to repair relationships among consenting parties.
7. Oversees the development and facilitation of SAU-wide DEIJ interest groups while assisting schools with identity-focused affinity groups.
8. Develops ongoing assessment, evaluation, and reflection tools and leads progress monitoring efforts toward success around our DEIJ goals.
9. Assists the Superintendent's Equity and Antiracism Team in preparing for and supporting district-wide initiatives around DEIJ.
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.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED

1. Evidence of experience working with and competence around diversity, equity, inclusion, and justice content.
2. Knowledge of State of New Hampshire and federal regulations and policies regarding personnel matters and employment as they relate to civil rights, Title IX, and HB2.
3. Ability to organize, manage time, prioritize tasks, and keep careful records.
4. Exemplary skills in written and oral language with the ability to communicate respectfully, clearly, and concisely by telephone, in person, and in written form.
5. Ability to demonstrate a high level of empathy, integrity, commitment, and work ethic.
6. Ability to apply diplomatic techniques in all district-related matters and maintain strict confidentiality in sensitive matters.
7. Ability to analyze and synthesize complex data.
8. Ability to establish and maintain effective working relationships with staff, administration, students, and members of the wider community.
9. Ability to work effectively as a team member and remain calm, flexible, and work effectively under pressure.
10. Ability to use technology to advance productivity and efficiency in order to fulfill job functions.

EXPERIENCE AND/OR EDUCATION REQUIREMENTS

1. Bachelor's degree in human relations, ethnic studies, sociology, or other social impact discipline. Master's preferred.
2. Graduate responsibilities and/or life experience in supporting diversity, equity, inclusion, and justice efforts in an education or non-profit setting.
3. The ideal candidate must have the proven ability to engage in effective conversations about race, have historical knowledge of the many forms of oppression, and understand different forms of bias and how to respond effectively to instances of oppression, discrimination or bias, all while building the capacity of doing so in others.
4. Successful NH State Police criminal records check and FBI Fingerprint Clearance Report and Disclosure Statement in accordance with state law.

Benefits are regionally competitive.

Work Day: This is a salaried position that will require a normal workday and evenings.

Work Year: 260 days (includes paid vacation and paid holidays)

We invite qualified applicants to click here to visit our online application submission service on the SAU 5 website or visit SAU 5 (Oyster River Cooperative School District) website.

APPENDIX D

Testimony of ORHS Students Re: DEIJ Work

Compiled by Zoe Selig

Why we need DEIJ

- Students need to feel respected and supported in order to have their best possible career at Oyster River.
- In order to have a well-rounded education and gain a deeper understanding of ourselves, each other, and the world we live in, we need to learn from multiple perspectives of history.
 - Unfortunately, we have not had this type of education for the majority of our time in Oyster River. Our teachers have never been taught how to educate us about nonwhite, non-heterosexual narratives, and for most of them, the idea of this hasn't even crossed their minds.
- Being taught about only one type of person, one who many of us cannot fully relate to, makes many marginalized students feel alone in our struggles. Teaching about a wide array of people shows us that we are *not* alone, and empowers us to be confident in our identities.
- DEIJ work is also critically important in our majority-white district. Teaching white students about the unique struggles of our peers will foster a more empathetic and understanding school environment. Additionally, the values we're taught at Oyster River will stay with us for our entire lives, so it's important we learn respect and compassion for groups other than our own.
- One student of color shared that "In a primarily white school district, it can be very isolating as a student of color. Knowing that there are other people who care about these issues and having someone to talk to is very important in making sure I feel seen."
- This work towards inclusion and equity goes hand-in-hand with district initiatives to improve student mental health and to prevent underage drug use.
 - Only 37% of LGBTQ+ youth reported being happy in a 2013 Human Rights Campaign survey, compared to 67% of cisgender and heterosexual respondents (HRC 2013). LGBTQ+ youth are 4 times more likely than their cisgender and heterosexual peers to attempt suicide (CDC 2011) and 2 times as likely to experiment with drugs (HRC 2013). This can mainly be attributed to the harassment, bullying, and other negative experiences students face because they are LGBTQ+.

Progress the DEIJ committee has made

- In just a year since the creation of this committee, we've seen huge progress being made towards our goals.
 - For example, right now in my (Zoe's) French class, we are learning about marriage, and several of the readings my teacher has provided incorporate discussion of gay marriage. Just a few years ago, I never would have thought Oyster River would include narratives of people who aren't heterosexual, especially not in such an inclusive way. This has shown LGBTQ+ students both that our teacher provides a safe space to be our authentic selves, and that our classmates are more accepting than we may have previously thought.
 - Another example I (Zoe) have noticed is that when I missed school for the Jewish High Holidays this year, my teachers were much more understanding about my needs than they have been previously. In the past, some teachers have been rude about my inability to do work on that day, but this year, they were all kind and accommodating. I attribute this change in attitude to the DEIJ committee's work at increasing awareness of different cultures and how to include them.
- Many of my teachers have incorporated a broader view of history into their curriculums than teachers in past years, and have shown an interest in learning about how they can be more inclusive of all students.
- In addition to teachers, the student body has also been moving towards a culture of acceptance. Seeing our teachers/role models set a tone of inclusion and mutual support encourages us to do the same. While there are certainly still prejudices, we have witnessed and experienced much fewer

instances of casual racism and homophobia than we did a few years ago, and we have seen an increase in students correcting their friends when they do make a discriminatory comment.

How we can continue to improve

- There is still an imbalance in curriculums across the district, where lessons focus more on men, white people, and heterosexuals.
- Many teachers are trying, but haven't received enough guidance to successfully implement practices into their classrooms that truly make marginalized students feel comfortable. Our teachers need a knowledgeable person to lead them and give suggestions on how to effectively carry out DEIJ initiatives.
- We still know of LGBTQ+ students who experience homophobia and transphobia from their peers fairly frequently. We need to ensure that the affected students have teachers who are clearly supportive of the LGBTQ+ community so they feel comfortable reporting this harrassment, and we need to make sure future students are being taught early on that LGBTQ+ people are equal to heterosexuals so they don't learn the same homophobia/transphobia
- While many of us know about large-scale macroaggressions (such as saying the n-word or committing a hate crime), many members of the Oyster River community have no idea how to identify or avoid committing a microaggression, which is a more subtle act of prejudice. These can include mispronouncing an ethnic name or forcing a student to use a nickname, commenting rudely on a Black student's natural hair, dismissing non-Christian holidays as unimportant, and countless other examples. In order to fully consider ourselves an inclusive district, we need to prevent teachers and students from carrying out these microaggressions against marginalized members of our community.
- There are infinitely more opportunities for us to grow and become more accepting of all people. Six years in, we are only just beginning our journey towards inclusion. There is always more to be learned about the issues DEIJ efforts focus on, and always more to be done to uplift our whole community.

APPENDIX E

Feedback from ORHS teachers – why does our district need the DEIJ coordinator position?

“I just spent my last prep period looking up books that would make my class more inclusive. However I can't possibly read all of the choices, not all of the books are available at the library, and I'm not even sure if these books will offer what students need in terms of a diverse perspective. It would be invaluable to me to have someone who is familiar with texts that would offer the perspectives that are missing from my classroom, are appropriate for a high school classroom, and are engaging for a range of students.”

-English teacher

“Having a dedicated position for this work is instrumental in making real progress as it relates to DEIJ. From what I've learned about anti-racist and anti-bias work, progress only comes through meaningful, targeted action. Having a DEIJ coordinator will allow us to better prioritize this meaningful, targeted action.”

-Social Studies teacher

“Another possible soundbite: Teachers have time and time again expressed an interest in this work and a desire to learn more and be supported on matters related to DEIJ.”

-Social Studies teacher

“I can think of no greater reason than what this article title alone speaks volumes about the need to address diversity for those who identify as transgender or non-binary youth. The article is based on a national survey on LGBTQ youth mental health in 2020.” <https://www.forbes.com/sites/dawnstaceyennis/2020/07/15/largest-survey-of-transgender-and-nonbinary-youth-says-more-than-half-seriously-considered-suicide/>

-School counselor

“The English department is working on inclusion of more diverse texts in our Essentials of English curriculum and our elective offerings. [Teachers of the Lit and Land course especially have been] working very hard on inclusion. Access to the "outdoors" has typically been seen as a white male dominated environment. I would love to work with someone on that. I would love to learn more about the needs of our transgender and non-binary youth. I feel unprepared in this arena.”

-English teacher

“We need to work on making our faculty and staff more representative of the different affinity groups to which our students belong. A DEIJ coordinator would help us streamline our efforts to make our community one that is more inclusive and somewhere diverse candidates would *want* to work.”

-Math teacher

A DEIJ coordinator's work should include sustainability work. We know that in many ways climate justice is social justice.

-Paraphrased from informal conversation with science teacher