

Diversity, Equity and Inclusion

Colchester School District



Making progress in hard times!



The dedication to DEI work in this district is evident, with leadership from Superintendent and Amy Minor, and while each building is on their own individual developmental journey each building and district leader has held their commitment to our goals.

The greatest strength I have witnessed is the true belief that we must attend to the best interest of each and every CSD student and family to strengthen our community and foster lifelong learning and positive and engaged citizens of the world.

District Leadership Initiatives



- ❖ Equity focused professional learning
- ❖ Inclusive and engaging instructional practices
- ❖ Restorative Approaches
- ❖ Policy/Procedures audit and review
- ❖ Equity Policy Drafting and feedback process
- ❖ Best Practices Inclusivity Guidelines
 - Gender Inclusive
 - Holidays in Schools
- ❖ Equity action planning
 - Professional Learning
 - Engagement
 - Accessibility, Inclusion & Student Well Being
 - Curriculum Instruction and Assessment
 - Data, Resources and Results
 - Organizational Effectiveness/Efficiency

Additional Ongoing DEI Coordinator Projects

- ❖ District Advisory Team
- ❖ HHB Prevention Education Curriculum Development
- ❖ Vertical alignment of DEI learning objectives
- ❖ Student Leadership
- ❖ Affinity spaces
- ❖ Continuous District PD
- ❖ Consultation

Building

**Customized inservice presentations and faculty meetings*

Level

Identity and Difference

Professional

Social Capital and Intersectionality

Development

Unpacking Race and Racism

Unpacking Gender Identity and Sexuality

Talking to Kids about race, gender, identity

Recognizing and responding to bias based harm

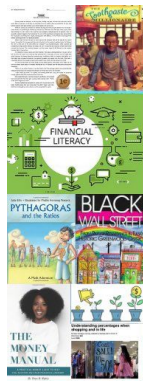
Restorative Intervention

Culturally Responsive Instructional Models

Joy, Connection, Healing and Love in DEI

Policy/procedure Name:				
Who is most directly impacted by this policy?				
What is the stated purpose of this policy/procedure?				
	Yes	No	Somewhat	Need more information
Is the policy or procedure meeting its stated purpose?				
Policy or procedure is consistent with district equity policies and statements.				
Stakeholders, including those populations most directly impacted, have been given the opportunity to review or give feedback on this policy or procedure .				
This policy or procedure does not disproportionately impact historically underserved student groups based on race, color, creed/ethnicity, national origin, sex, gender, gender identity, or ability.				
This policy or procedure does not have the potential to ignore or worsen existing equity gaps.				
Policy or procedure is located so as to be easily accessible to all stakeholders				
Policy or procedure is written in clear and accessible language and made available to all stakeholders.				
Next Steps:				
What barriers exist that will impact next steps?				
What supports or commitments are needed to overcome these?				

Policy/Procedure Equity Audit



HILL MODEL LEARNING STANDARDS

Histories, Identity, Literacies, and Liberation (HILL)

7TH GRADE MATH | "FINANCIAL LITERACY"

IDENTITY

Students will consider their role as consumers in the economy.

SKILL

Students will use proportional relationships to solve multi-step ratios and percent problems.

INTELLECTUALISM

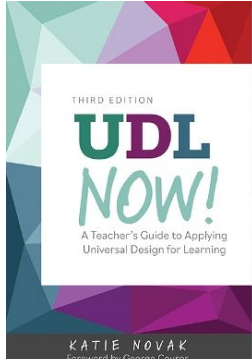
Students will be able to find simple interest, tax on purchases, markups and markdowns, and gratuities.

CRITICALITY

Students will consider how industries capitalize off of the demand of consumers to financially profit.

Based on the text, Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy by Gholdy Muhammad

- UDL and MTSS
- SEL
- Culturally and historically responsive
- Trauma Informed
- Social Studies Curriculum
- Curriculum audits
- Representative school and classroom libraries
- Proficiency based learning and flexible pathways



Instructional Practices

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DEI Advisory

Building Human
Capacity for
Lasting Change

Joint Statement of Purpose: The Diversity Equity and Inclusion (DEI) Advisory leverages the power of collaboration to promote a culture of safety and acceptance by building equitable, inclusive systems where all voices are uplifted. The goal is for all members of our Colchester community to feel they belong and can be their authentic selves.

Big Picture

Phase 1 SY21/22

Building capacity for the creation of building and district leadership teams through PLG model

Phase 2 SY22/23

Early stage visioning and skill building for facilitation of the work on building teams

Phase 3 SY23/24

Building representational district team (action planning) and building teams (facilitation and implementation)

Phase 4 SY24/25

Sustainability structures to ensure accountability and support for the work.



**COLCHESTER
SCHOOL DISTRICT**



Student leadership



CHS Social Justice Alliance

- Group norms and visioning
- BLM flag advocacy
- Recruitment and awareness
- AT lessons
- Fundraiser for Ukraine
- Individual passion projects
- Leadership retreats with Up for Learning

Colchester Middle School Identity, Diversity, Equity and Action (IDEA) task force

- Group norms and visioning
- BLM flag advocacy
- Recruitment and awareness
- Video and staff meeting presentation
- Leadership retreat with Up for learning
- Peer to peer education
- Circle facilitation



IDEA and SJA Retreats

Support is Needed for Sustainability

- Updates to EQS
- Clear requirements and accountability for schools including dedicated staffing for DEI leadership
- Funding for DEI efforts: staffing, hiring and retention, curriculum, PD, Research and Analysis, Partnership
- Building and sharing of resources: model action plans, policies, curriculum, and coordinated and high-quality professional development
- Staffing and leadership for state level coordination of DEI
- Clear goals and standards for equity and ethnic studies education: Social Studies and beyond

Questions?