

Superintendent's Committee
Thursday, December 3, 2020
Zoom 6:30 – 8:00 PM

Join Zoom

Meeting <https://zoom.us/j/99742966202?pwd=M0h3SHhBbklkKzRDY0R1N3BKZEpydz09>

Meeting ID: 997 4296 6202 Passcode: 46aYZv

All Times are estimates and subject to change without notice

6:30 Call to Order

6:35 The Superintendent's committee for diversity, equity and inclusion will discuss:

- Draft definitions for Diversity, Equity and Inclusion
- Draft statement on purpose and goals
- Draft resolution

8:00 Meeting adjourns

Diversity: We commit to supporting and valuing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, physical appearance, lived experience, and political perspective.

Equity:

Acknowledges that each student comes with individual and varying needs in order to be a successfully engaged learner. Equity provides fairness in resources, opportunities and outcomes so that all individual students get what they need. Equity requires a commitment to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight,

Inclusion: We commit to pursuing deliberate efforts to ensure that our school community is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of value, belonging and inclusion. We know that by creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Purpose Statement

Preface

Hollis-Brookline is an inclusive community that is committed to reflecting the intrinsic value and respect we have for all students, regardless of their individual experiences and perspectives. We believe in educational excellence and equity for all learners.

In the spirit of and effort to further the Hollis-Brookline School District mission and vision statement (see below), we recognize that our students come from diverse backgrounds, experiences and perspectives that enrich our community and that these backgrounds, experiences, perspectives create individual learning needs . This includes students who are of different gender, primary language, disabilities, gifted learners, sexual orientation, religion, race and more. By articulating and enhancing our concepts of Diversity, Equity and Inclusion defined as *(put definitions here)* we will further help students acquire the knowledge and life skills for academic, social and emotional success, and “ensure a strong, supportive learning environment”. In envisioning the Cavalier of the future, our aim is to best prepare model servant-leaders within our community as they embark into their next phase of life.

The District understands that throughout a student’s lifespan, there will be significant events that imprint their experiences during their pedagogy. These experiences not only effect their ability to learn, but they also can magnify existing inequities. Providing a template for our students to process these events understand the world around them through an equity lens will help prepare them both socially and emotionally. It is our intention to be explicit in the cultivation of a culture that values, respects and encourages our students to engage in difficult conversations and to give students the skills to do so.

The district recognizes education of our students is a collaborative endeavor requiring the input and cooperative work of all constituents, all voices and many diverse views. The vision this district hopes to achieve, should be modeled in its process toward it. An inclusive effort to build bridges toward excellence in education for all students will create a sound foundation to the work as well as solidarity and sustainability for the future.

Goals

This Committee will:

1. Review and submit to the School Board’s a suggested Resolution on Diversity, Equity and Inclusion for the SAU
2. Review and offer suggested next steps for further work in Diversity, Equity and Inclusion in 4 areas: School and Community Culture, Staff Development, Social and Emotional Learning and Instructional Best Practices.

3. Review and vet resources and tools that could be used by working groups including self-evaluation tools, structural resources and best practices research.
4. Review current SEL frameworks and programs such as CASEL and Choose Love and offer suggestions on how to incorporate these models within the SAU-41 framework, from a student/family perspective.
5. Serve as a liaison between the district and community members and suggest ways to illicit on-going community feedback on educational programming to the SAU administration to ensure continued growth regarding diversity, equity and inclusion as well as offer ideas to keep the community informed.

MISSION AND VISION

The **mission** of SAU 41 is to ensure a strong, supportive learning environment focused on academic excellence.

The **vision** of SAU 41 is to help students acquire the knowledge and life skills for academic, social, and emotional success:

- The SAU 41 schools establish and fulfill standards for academic excellence that are competitive at the state, regional, national, and international levels as benchmarked against recommendations by renowned independent bodies.
- The SAU 41 schools educate students to be critical thinkers, creative problem-solvers, effective communicators, and socially responsible, engaged citizens who are college and workforce ready.
- The SAU 41 schools use data from multiple and varied assessments to improve student learning; every student makes or exceeds expected annual progress.
- The staff, services, and culture enhance student self-esteem and employ a variety of strategies to meet the academic, social, emotional, and safety needs of all students.
- The professional learning community evolves and adopts best practices for learning; administrators and staff members are supported in their work and are compensated fairly and competitively.
- The School Boards, administrators, and staff engage students, families, and the community through effective communication of priorities, plans, and progress.
- The school districts in SAU 41 are models for sound fiscal responsibility and integrity.
- Each district in SAU 41 has a comprehensive [district report card](#) that measures its performance against SMART goals

Resolution

resolution n

1 : a formal expression of opinion, will, or intention voted by an official body (as a legislature) or assembled group see also [concurrent resolution](#), [joint resolution](#)

2 : an expression or document containing authorization usually by a corporate board of directors of a particular act, transaction, agent, or representative [a corporate authorizing counsel to bind the corporation to a settlement]

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Hollis-Brookline Diversity, Equity and Inclusion Initiative

SAU41 is committed to nondiscrimination and strives to be an inclusive community. The district recognizes that issues of diversity, equity and inclusion affect all members of the Hollis-Brookline community regardless of their background.

The District recognizes that unforeseen events may arise, such as the COVID-19 pandemic, that bring unique challenges related to equity that are yet to be examined.

In envisioning the Cavalier of the future, it is the intention of the District to be explicit in the cultivation of a culture that values, respects and encourages our students to engage in difficult conversations.

For purposes of this resolution, Diversity, Equity and Inclusion are defined as:

- Diversity:
- Equity:
- Inclusion:

Therefore, may it be resolved that:

1. The SAU #41 school districts will make diversity, equity, and inclusion a strategic priority by actively supporting such efforts.
2. SAU #41 will review its policies and procedures and programing relative to diversity equity and inclusion and release a plan to address its findings including proposed actions, including but not limited to, professional development, drafting new or editing existing policies and procedures, and curriculum review.

Do we want to make reference to this?

NH Senate Bill 263 came into effect in September 2019 including:

Section 193:39 Discrimination Prevention Policy Required. Each school district and chartered public school shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the presence of, intervene in, and respond to incidents of discrimination on the basis of age, sex, gender identity, sexual orientation, race, color, marital status, familial status, disability, religion, national origin or any other classes protected under RSA 354-A.