

Meetings *each meeting was 1 hour in duration	EVENTS/MEETINGS/READINGS	COMMENTS
YEAR 1 (2018/2019)		
Expectations for the Cohort (1 meeting):	<p>Utilizing Google Classroom for communication and article sharing between the Cohort. Also, bi-weekly meetings for the cohort to discuss what was being read/workshopped.</p> <p>Create specific lessons and curricula that are more culturally relevant and include more voices than the existing Freshmen World History and English curricula.</p>	<p>Having Google Classroom and bi-weekly meetings were useful tools to assist us in giving the cohort time to read/watch all of the information that we needed to “set up” our revision of curriculum. Unfortunately, Google Classroom is not really interactive and that would have been helpful to have an interactive platform.</p>
Introduction Days (2 meetings)	<p>Meeting with all participants to introduce each other and settle on the goals of the group for the semester.</p>	<p>Each meeting was an hour long. These goals were achieved in 2 meetings.</p>
Introductory readings (2 weeks between meetings to give cohort members time to read, digest, reflect, and plan)	<p>Identity Bubble</p> <p>Multiculturalism's 5 Dimensions</p> <p>Three Tips to Make Any Lesson More Culturally Responsive</p> <p>Unconscious Bias: When Good Intentions Aren't Enough</p> <p>Diversity Defined: The Greater Good Magazine</p>	<p>These readings/resources were to be read during the introductory meetings so that they could be used as a basis for decision-making on how to proceed.</p>
Draft Mission Statement (1 meeting)	<p>Mission Statement</p>	<p>This was discussed and approved as part of one of our meetings when we discussed our intentions and our language.</p>
The Importance of Words in the Classroom (2 meetings)	<p>Power of Our Words</p>	<p>During these meetings, we discussed words that have been previously used in past D&I discussions, and ones that should be included in CRC work. Students also shared existing curricula that were currently being used in one of their respective classrooms (or from a past class) and identified problematic word choice within each piece of content. This discussion helped the team in knowing our accomplishments and our</p>

		challenges from multiple perspectives in the meeting.
Discussion of How we want to rewrite our Freshmen World History and English curricula (3 Meetings)	The danger of a single story/TED The Revisionaries Texas Board of Education Textbook Battle - PBS History Class and the Fictions About Race in America - The Atlantic How History Class Divides US -- Education Week Additional resource for this section: https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?algo=top_conve rsion&fallback=false&imp_id=456041006&imp_id=663753997&action=click&module=Most%20Popular&pgtype=Homepage	These meetings were challenging but important work as we continued to grapple with language, trying to be as inclusive as possible and also exploring ways to fit new content ideas into existing curriculum.
Selecting Curriculum to work on and Teams (1 meeting)	E-mails to English Department/ Social Studies Department/ Placing all topics for suggestions on Google Classroom for cohort members to review for final decisions. Teachers and students decide on which curriculum will be worked on and then they team up...One teacher with at least 2 students.	Before this meeting, we emailed our departments and asked for them to give suggestions on curriculum that they would like to revise. Then we brought those suggestions to the meeting and looked them over to make final suggestions for revision. Teachers were given final decision on what curriculum they would work on. After that, students selected who/what they were most drawn to and decided to work on for the remainder of the semester.
Check-in Meetings (2 meetings)	Teams presented their findings at intervals. The cohort would give feedback and support to each team in their gathering of information and creation of classes to ensure that the final products would be accessible to all teachers and would weave into the existing curriculum of the classes.	These meetings were important to help us achieve our goal listed at the beginning of this document. At our first check-in meeting, our Assistant Superintendent and principal were present. This was helpful because it felt like the district was really getting to know our work.
Final Meeting for semester	At this meeting, teams presented their final copy of their curriculum. New student members were welcomed and seniors were given tribute.	This meeting was essential to finalize the work we did this semester and discuss the work we will continue to do in the future. Adding the new members for next

	<p>All cohort members were asked to submit guided reflections of their work this year to help create this memorialization and assist our work next semester. A deadline was given for submission.</p>	<p>year at this meeting was essential so that it will be a seamless transition for next year.</p> <p>It would have been helpful for an administrator to be at this meeting to discuss how this work will continue in the Humanities as well as how it intends to spread to other disciplines in the high school.</p> <p>This meeting would ideally be sooner than it was. It occurred during exams on the last week of school. We could have gotten more work accomplished if it occurred before that so that administrators could be present and students would be more participatory. Because they were going through finals, they didn't have much to add at this point.</p>
SUMMER, 2019		
	<p>Students translated Year 1 Memorialization document into Spanish and Mandarin</p>	<p>Translations, at the time, are solely for this memorialization document.</p>
	<p>Meet to strategize Year 2 plans and outcomes including:</p> <ul style="list-style-type: none"> - Incorporation of UN SDG goals and Deeper Learning initiative into team's CRT/CRC work - Integration of new team members and partners from other disciplines and from the Middle School with an eye toward vertical integration of curricula - Define the scaffolding of student skills necessary - Creation of supporters and advocates throughout the school and community (e.g. School Committee, administrators, students, teachers) to help educate and implement CRC and CRT 	<ul style="list-style-type: none"> -Two team members attended Harvard Graduate School of Education UN SDG training to create a school curriculum based on the UN Sustainable Development Goals -Two Team members attended the XQ High School Redesign Accelerator program for one week in Denver, CO to begin planning ways in which to make our high school more deeply focussed on the skills necessary to achieve post secondary success. -Faculty members of the CRC/CRT team facilitated a professional development session focussed on UN SDGs in August 2019 for 150 of their high school/middle school colleagues.

YEAR 2 (2019/2020)

<p>Reconvening Meeting: (2 meetings)</p>	<p>First meetings of the school year. Our focus this year will be on advocacy and recruitment :</p> <ol style="list-style-type: none"> 1. Team decided the focus for this year will be to advocate to begin 2. Recruiting new students and teachers to continue our diverse group. 3. Recruiting new members from outside the high school and across the district. 	<p>During these meetings, the committee discussed the focus of our year. We decided that now that we have sample curricula to share, we should focus on educating and advocating for our group's work.</p> <p>The need to obtain new members goes hand in hand with advocating for the work we have created. We also are aware that staggering our student members is important. This year, we have 5 very invested seniors and need to plan how to continue our work next year with recruiting students from the lower grades to begin working with us.</p>
	<p>Cross-collaboration with GCE Lab School in Chicago focused on incorporating UN SDGs into a specified project.</p>	<p>Theresa connected with Stephanie Leite, Director of Curriculum, at the Global Citizenship Experience (GCE) Lab School in Chicago whose school and students have been focused on the inclusion of the UN SDGs into their classroom curricula. We are currently developing a collaborative project between GCE Lab School students and two students in the Barrington CRT/CRC cohort to explore environmental policy, engaging with the curriculum through the lens of differing geographic regions.</p>
	<p>Three sub-teams focused on the</p> <ul style="list-style-type: none"> - Integration of new team members and partners from other disciplines and from the Middle School with an eye toward vertical integration of curricula - Creation of supporters and advocates throughout District leadership including School Committee and administrators, to help solidify support for the CRT/CRC throughout the district - Feedback, via surveys, from dept. heads, teachers and students to identify best practices and opportunity areas/gaps in existing curricula in the HS 	<p>Added 3 new teachers from MS with goal of adding EL educator</p>

	Presentations to key groups: District Principals RI Superintendents Barrington School Committee Faculty Meetings EL Educator Workshops	
	COVID, 2020 HITS	
	Continued meetings via zoom: <ol style="list-style-type: none"> 1. Although all speaking engagements were cancelled, the group met and discussed projects, curricula changes and recruitment efforts that were possible throughout covid. 2. Continued to meet for one hour, every two weeks 3. Added middle school faculty and administration to our group 	Adding middle school faculty and administration has allowed new perspectives to our work. Additionally, having our work reach a broader audience allows our district a more cohesive approach to DEI implementation in all facets of our work.
	Year 3, 2020-2021	
	<ol style="list-style-type: none"> 1. Our group has grown exponentially <ol style="list-style-type: none"> a. 12 student members b. 10 faculty members c. Chair, School Committee d. Administration members attend e. BMS teachers f. Library faculty from throughout the district 	<p>It is important that our group is growing because students will benefit more from continuity in teaching and learning CRC at all levels.</p> <p>It is also important that our new members hail from different schools in the district because they are able to</p>
School year deliverables	<ul style="list-style-type: none"> *CRC Website/repository Launch *BHS, BMS DEI Arts Show *BMS Middle School DEI Book Club for Teachers *Collaboration with/ Assisting the creation of Mount Saint Charles School CRC *International Professional Development for New Pedagogies for Deep Learning *3rd Grade/BHS Collaboration with Pokanuk Nation *Creation of Teacher-friendly template for discussion of major events in the classroom *Recruiting/outreach efforts to include all librarians, middle school teachers, and lower school teachers *Collaborate with RIDE and other RI Teachers to draft new RI Social Studies Standards including CRSE *Creation of "Task Committees" to structure our work as we grow next year. 	Adding many members to our committee and forming collaborations was made possible by zoom and COVID. We found ways to continue our work even in the midst of the pandemic

