

## Update on Meeting the Objectives of the Anti-Racism Policy in the Gorham School District (12/21/20)

To meet the objectives of the Anti-Racism Policy, the following has occurred already or is currently occurring in the Gorham School District:

- **Develop a plan to provide training to all administrators, teachers, and staff in cultural competency and anti-racist practices**
  - All District Leadership Team members and the School Committee are participating in *Cultural Competency Institute Sessions (20-21)*
    - The Cultural Competence Institute Vision: The CCI is an interactive year-long program (9 sessions) that will cover topics essential to:
      - Developing a deep understanding of creating a culture of inclusion
      - Developing brave spaces for conversations about race in our schools
      - Creating a cultural connection for students and parents
      - Creating a sustainable practice for diversity, equity and inclusion in our schools · Guiding policy development in school districts
      - Recruiting, hiring and retaining faculty of color
    - You can view details for trainings by [CLICKING HERE](#).
  - All members of the District Leadership Team participated in *Foundational Intercultural Training* conducted by *Maine Intercultural Communication Consultants (MICC)* (19-20). This foundational session explores:
    - How the cultural groups we belong to may influence our perceptions and assumptions
    - The steps of developing intercultural competence (the ability to bridge effectively across a wide variety of cultural similarities and differences)
    - Tool for communicating effectively across cultures ranging from national origin, age, rural/urban, economic class, race, etc.
    - Interactive exercises to enhance learning and understanding
  - This includes taking the *Intercultural Development Inventory (IDI)*
    - The Intercultural Development Inventory (IDI), an online assessment to be completed individually, which MICC administers. The IDI is the premier instrument, used nationally and internationally, to measure a group's and individuals' abilities (skill sets and mindsets) to bridge effectively across cultural differences, so as to create an inclusive environment. In other words, does the group have an "intercultural mindset" that welcomes and leverages difference, a "monocultural mindset" that inadvertently suppresses, ignores, or judges difference, or something in between? Additionally, and perhaps equally impactfully, the IDI quantifies where a group *perceives* it is versus where it

*actually* is in its approach to diversity, equity, and inclusion work. Knowing this information allows the group to understand its intercultural strengths as well as its gaps and how this will play out in building intercultural competency. Teams report that learning this “common language” of the IDI has been transformative in bridging across all kinds of differences (religion, race, sexual orientation or identity, ability/disability, class, etc.) and allowing the group’s intentions to match its actual impact.

- All teachers (6-12) participated in *Foundational Intercultural Training* conducted by *Maine Intercultural Communication Consultants* (MICC) (19-20)
- All teachers (K-5) are participating in *Foundational Intercultural Training* conducted by *Maine Intercultural Communication Consultants* (MICC) (20-21)
- All ed techs(K-12) will participate in *Foundational Intercultural Training* conducted by *Maine Intercultural Communication Consultants* (MICC) (21-22)
- Established Intercultural Leadership Cohorts at GHS & GMS (20-21), facilitated by MICC
  - Will establish Intercultural Leadership Cohorts at K-5 schools (spring 2021) ‘
- GHS *How to be an Anti-Racist* Book Read for staff (20-21)
- GFS *How to be an Anti-Racist* Book Read for staff (20-21)
- Voluntary Staff book group *So you want to talk about Race* by Ijeoma Oluo (Fall 2020)
- **Review existing policies, programs, professional development and bring ideas/recommendations in an effort to promote racial justice**
  - School Committee Policy Committee Recently Reviewed & Approved the following policies:
    - [Anti-Racism](#)
    - [NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION](#)
    - [STUDENT DISCRIMINATION, HARASSMENT, AND SEXUAL HARASSMENT](#)
    - [HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES](#)
- **In partnership with the “Teaching and Learning Committee”, examine and advise in the implementation of potential changes to curriculum and instructional materials for all grades to ensure they reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color**
  - Developed a *Diversity, Equity, & Inclusion Curriculum Audit Tool* (Dec. 2020)

- The purpose of this work is to walk through our units of study with the lens of diversity, equity, and inclusion. This work will allow us to deepen our knowledge of the current curriculum and to identify any necessary adjustments or enhancements that may need to be made. Curriculum teams will utilize this tool across content and/or grade levels to review our current curriculum and then provide findings and recommendations to the District Leadership Team (DLT), the K-12 Teaching & Learning Committee, and the Anti-Racism Advisory Committee. Ultimately, any revisions to the curriculum will be made by the School Committee.
  - GHS English Department worked with Dr. Kimberly N. Parker (19-20 & 20-21) to review texts (<https://drkimparker.org/about/>)
    - Use protocols aimed at helping educators have robust, challenging conversations about text selection and potential blindspots and biases that influence decisions
    - Engages in conversations about existing core texts and probes thinking about selection and purpose of those texts
    - Considers potential texts that could be incorporated as supplemental or core texts
- **Review discipline data based upon demographics and recommend alternative discipline processes, such as restorative practices**
  - Assistant Principals (K-12), Assistant Student Services Director, and Assistant Superintendent currently conducting an *Equity Analysis*. They are looking within the district as it pertains to equity (attendance, discipline, graduation rates, post secondary plans, assessment, services provided) and see what changes may need to be made.
- **Examine demographic participation rates in curriculum programming and opportunities**
  - Assistant Principals (K-12), Assistant Student Services Director, and Assistant Superintendent currently conducting an *Equity Analysis*. They are looking within the district as it pertains to equity (attendance, discipline, graduation rates, post secondary plans, assessment, services provided) and see what changes may need to be made.
- **Assist in the development of a plan to recruit a more diverse applicant pool**
  - Humza Khan of *Inclusion ME*, currently conducting a hiring process audit and will provide recommendations (20-21)
- **Strengthen Civil Rights Teams at each school and support students and staff in their work**
  - All Civil Rights Team Advisors receive a stipend.
  - Superintendent Perry is meeting with each Civil Right Team to listen to their thoughts, concerns, and ideas (20-21)