



# School Administrative Unit 21

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## **Equity Strategic Planning Process**

SAU 21 Joint Board Meeting: March 2021

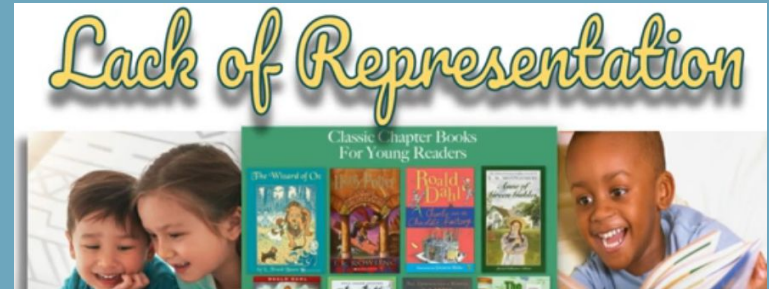
# Key Drivers for the Conversation

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- 2019-2020
  - Student experience(s) as represented by ELO.
  - Interviews with students of color within WHS.
- Spring/ Summer of 2020
  - Alumni voice: preparation for higher education.
  - Call to action around race
    - Curriculum review
    - Training and conversation with law enforcement
    - Continuing to look at race and equity as it exists in our schools
- Fall of 2020
  - Adoption of policy affirming beliefs.
  - Construction of a strategic framework and goals related to race/ equity.

## Essential Question:

**Question: How does the curriculum, disciplinary practices, and social interactions determine the experience of students of color at Winnacunnet High School?**



Having your name mispronounced  
after correcting someone.

Hearing jokes that rely  
on stereotypes.

Scheduling events or due dates  
on religious or cultural holidays.

Assigning projects that ignore  
differences in socioeconomic  
status.

Ignoring microaggressions  
committed by others.

Calling on men while ignoring  
women during meetings, or  
calling on white students  
while ignoring students of  
color during class discussions

Using heterosexist examples in class.  
“Atoms sometimes attract each other  
like men and women: at the same time,  
atoms sometimes repel each other like  
two men.”

Being called by the wrong gender  
pronouns after correcting  
someone repeatedly.



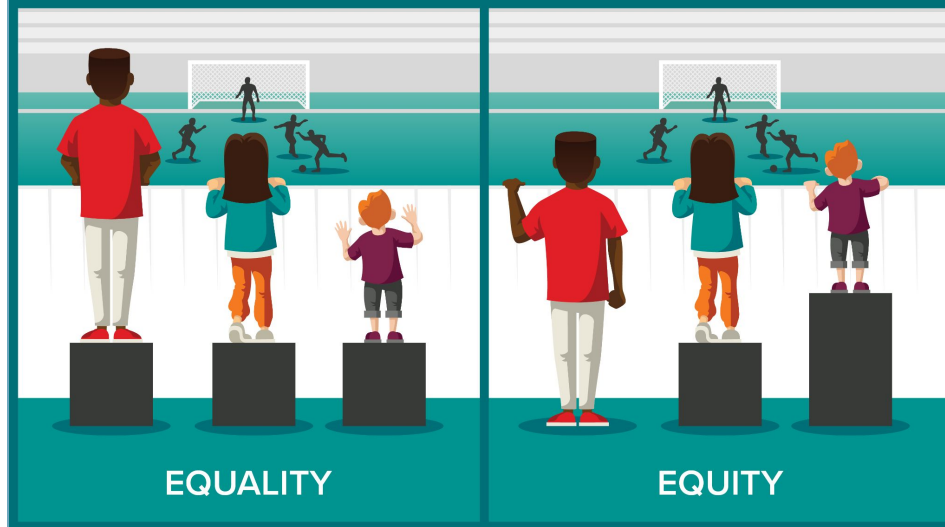
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## Microaggressions as a Concept

# Exploring the Term:

What is the scope of this conversation within our SAU?

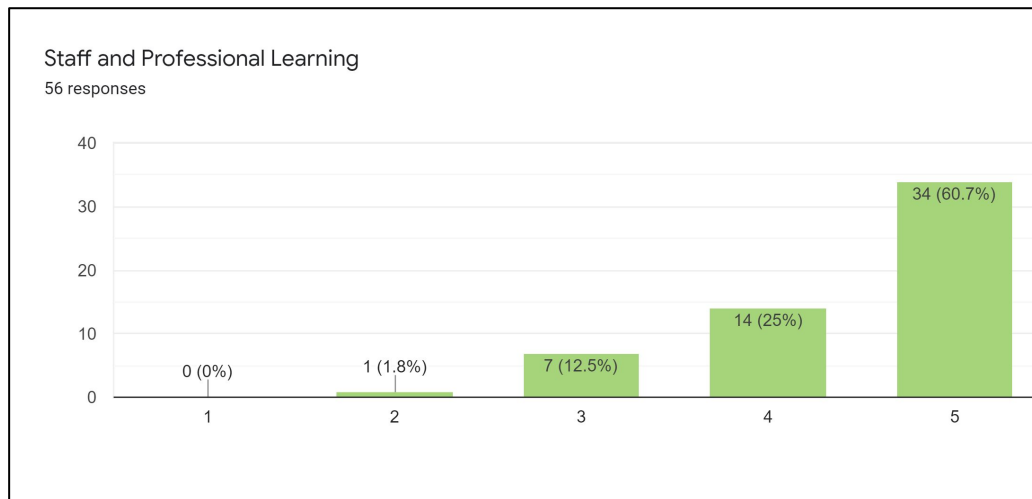
- Indicators of Diversity
  - Socio-Economic Status
  - Sexual Orientation/ Identity
  - Race
  - Demographics
  - Special Education Needs
- Discrepancy in Outcomes
  - Academic Success
  - Discipline Referrals
  - Access to/ Leveraging of Supports
  - Access to Curriculum
  - Prejudice



# Faculty Feedback: Our Practice

## Establishing Priorities for Next Steps:

1. **Staff/Professional learning**
2. School Climate/  
Environment
3. School Organization/  
Administrative  
Structures
4. Curriculum  
Development
5. Assessment Practices



## Key Needs (Expressed by Staff):

- Formalized PD, specifically on race, equity, and gender issues.
- Curriculum Review Process
- Involvement and Support of the Community
- Integration of SEL work



# Strategic Planning Framework & SAU Goals

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**Goal 1:** Develop and adopt an SAU-wide equity policy to serve as a basis for decision making and priorities for all boards.

**Goal 2:** Work with local police departments and school resource officers to ensure proper training around race/ equity.

**Goal 3:** Ensure a diverse and inclusive representation of people of color in K-12 curriculum.

**Goal 4:** Ensure robust and connected professional development opportunities for staff around race & equity.

**Goal 5:** Promote and solicit community involvement in the representation of people of color with regard to school symbolism and communication.



# **Goal #1: Develop and adopt an SAU-wide equity policy to serve as a basis for decision making and priorities for all boards.**

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*All schools within SAU 21 are committed to the following foundational beliefs:*

- *Each student can learn with adequate support at the highest levels when all staff provide equitable access and opportunity for learning, and hold each student to high expectations;*
- *Maximizing the academic achievement of every child requires allocating resources equitably, not necessarily equally;*
- *Everyone in the district will act to eliminate disparities to prepare all students for college and career and;*
- *An inclusive and welcoming environment plays a critical role in supporting a child's educational goals.*



## **Goal #2: Work with local police departments and school resource officers to ensure proper training around race/ equity.**

- **Accountability, Community and Transparency (Final Report)**
  - Chief Mone (North Hampton) served on a group recognizing the need for New Hampshire law enforcement to improve and the willingness to do so. This came in the form of a “vision” document from the New Hampshire Chiefs of Police Association.
- **Advancing New Hampshire Law Enforcement**
  - New Hampshire Association of Chiefs of Police (2020 Report) that has a section that makes recommendations regarding police officers in schools in response to concerns raised.
- **Safety & Security Task Force**
  - Bi-annual meetings.
  - SEL and equity have been talking points for emergency response (emphasis on police).
- **Seacoast CARES team**
  - Integration of the WHS SRO.





# Goal #3: Ensure a diverse and inclusive representation of people of color in K-12 curriculum.

## Examining our curriculum

- Literature as mirrors, windows and sliding glass doors
- The SAU and its teachers are dedicated to giving all students all three experiences

## DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pstats.asp](http://ccbc.education.wisc.edu/books/pstats.asp)



Illustration by David Huyck, in consultation with Sarah Park Dahlen  
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Hanning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

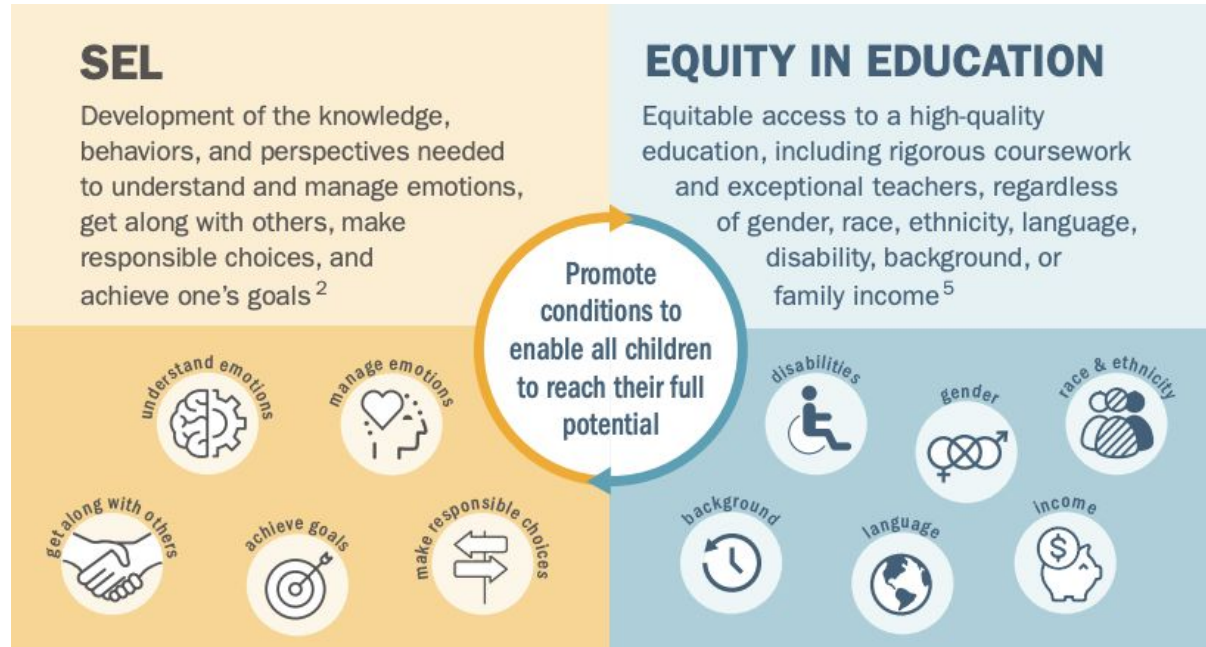
# Goal #4: Ensure robust and connected professional development opportunities for staff around race & equity.

Grounding SEL in a focus on equity builds a positive and supportive school culture that promotes acceptance and inclusion.

- Transformative SEL

Social Emotional Development is a life-long and reflection-driven process.

- Adult SEL



# Goal #5: Promote and solicit community involvement in the representation of people of color with regard to school symbolism and communication.

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- Indigenous NH Collaborative Collective ([INHCC](#))
  - Denise K. Pouliot, Sag8moskwa
  - Paul W. Pouliot, Sag8mo and THPO
  - Cowasuck Band of the Pennacook-Abenaki People
- We want to tell our story
  - How do we connect to the Abenaki People?
  - Evolution of mascot and logo imagery and connections to the indigenous community
  - Create a video and resource materials
    - Interviews with community and school members
    - Addressing the conversation that has been generated around the appropriation of Indigenous culture
    - Ultimate goal is to educate the community of the Abenaki People (past and present)
    - Goal is to launch in Fall 2021





# Contact Us

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