Welcome from:
Michelle Jones ‘06
(she/her)
Director of Equity + Belonging
RHCD MISSION STATEMENT
Inspiring each other to discover our full selves and use our wisdom for good.

Diversity, Equity, Inclusion, Justice & Belonging Statement:

Rocky Hill Country Day School is committed to working against forces of discrimination and oppression. The School seeks diversity and encourages the ongoing sharing of ideas, experiences, and dialogue that will broaden perspectives. By practicing and teaching equity and inclusion, we aim to dismantle systemic racism, oppression, and inequality in our community and the world around us.
Inspire Each Other

• Be fully present. Take risks and participate
• Speak from the “I” perspective
• Honor confidentiality

Discover our Full Selves

• Listen to understand vs. listen to respond
• Accept the speaker’s viewpoint as true for the speaker in the moment
• Manage both intent and impact

Use our Wisdom for Good

• Lean into discomfort. Be willing to have the tough, candid, caring, courageous conversation
• Accept non-closure
• Accept working through conflict to its resolution as a catalyst for learning
WHAT COMES TO MIND WHEN WE THINK OF EQUITY + BELONGING?
“True knowledge exists in knowing that you know nothing.”

- Socrates
Body of all possible knowledge

- Things you don't realize you don't know
- Things you realize you don't know
- Your awareness
- Things you realize you know
EQUITY + BELONGING

Journeys Throughout Independent Schools
Of 1,082 independent schools surveyed, only 31% have the role of diversity director.

2020/21 data from the National Association of Independent Schools
St. Andrew’s has a proud history of diversity, but our commitment to DE&I extends beyond the wide ranging composition of our community. Boasting a community where belonging is experienced by everyone is what makes us most proud.

Diversity speaks to the variety of identities held by members of the community. Safeguarding equity is a must to ensure every student receives what they need as an individual to experience success. Inclusion sees to it that every member of the community has access to the same opportunities and is intentionally engaged with consideration for their identity. Fortifying belonging, however, is when everyone feels as though they can be their authentic selves within a community.
Diversity, Equity and Inclusion

Every human possesses a unique inner light, and our lives and communities are richer when a diversity of lights are allowed to shine. As such, we work to make our environment one in which all feel ownership and are valued, and we teach our students to understand and treasure multiple perspectives.

Source: https://www.mosesbrown.org/about-mb/dei/
NEASC STANDARDS – ENSURING EQUITY, HONORING DIVERSITY

Standard 8

8.c. School culture promotes and celebrates the essential equity and inclusion of all students.

Standard 14

14.f. The school considers issues of diversity, equity and inclusion in its planning.
Ensuring equity, honoring diversity

(June 2020) Witnessing the events of the last several weeks has caused all of us at NEASC to reflect on the systemic racism against Black Americans, including the violence and brutality of some in the law enforcement community. We all have a responsibility to condemn the violence we have seen and to ask ourselves what we can do in our personal and professional conduct to help address these injustices.

NEASC stands for justice, equity, inclusion, respect, and acceptance of diversity. These principles are deeply embedded in our Standards for Accreditation and are reflected in every accreditation visit and in every report. Accreditation is granted only when schools embrace principles such as: “The school creates policies and protocols to define and support respectful treatment of all members of the school community”, “the school actively emphasizes and strengthens understanding of, and commitment to, equity and diversity,” and “the school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.”

While these truths are fundamental to NEASC’s approaches and requirements for all schools, the deeply painful experiences of the last few weeks require us to acknowledge that we simply must do more.

We at NEASC intend to look deeply at our own practice and our own approaches to ensure that our statements about equity, justice, and inclusion are borne out in our own actions. Equally as important, we intend to listen to you and those members of our school communities who experience such racism in their own lives. We call upon all our schools to continue to embrace this important work and we applaud your efforts to bring meaning and life to this

Source: https://www.neasc.org/news/equity-diversity
EQUITY + BELONGING
Helpful Resources + Information
CLARIFYING TERMS

- **Identity**: The set of visible and invisible characteristics we use to categorize and define ourselves and those around us. Identity shapes our experience by influencing the ways we see ourselves and the ways others see us.

- **Intersectionality**: A term coined by Kimberle Crenshaw to describe how each person belongs to multiple, overlapping identity groups, and the ways our identities overlap can result in multiplied oppressions or privileges.

- **Bias**: Conscious or unconscious prejudice against an individual or a group, based on their identity. In the Social Justice Standards, Learning for Justice uses this term to designate the prejudice held by individuals.

- **Discrimination**: Prejudice in action. Unfair treatment of a person or group based on their identity.
CONSIDER OUR OWN IDENTITIES...

- Ability
- Age
- Body type
- Ethnicity
- Gender identity
- Home language
- Immigration status
- Race
- Religion
- Sexual Orientation
- Socioeconomic status
COMMON TOPICS FOR COURAGEOUS CONVERSATIONS

- Ability/Ableism
- Age/Ageism
- Body type/Sizeism
- Ethnicity/Ethnocentrism
- Gender identity/Gender discrimination, Transphobia
- Immigration status/Xenophobia
- Race/Racism
- Home language/Discrimination against English language learners
- Religion/Anti-Semitism, Islamophobia and other religious prejudice
- Sexual orientation/Homophobia
- Socioeconomic status/Classism
Diversity
The presence of a variety of identities and ways of thinking in an institution.

Inclusion
A sense of belonging, respect & value that leads to all people being able to do their best work.

Equity
The systematic fair treatment of all people that results in equitable opportunities & outcomes for everyone. Requires identifying & eliminating barriers that have prevented the full participation of some groups.
Inequality
Unequal access to opportunities

Equality?
Evenly distributed tools and assistance

Equity
Custom tools that identify and address inequality

Justice
Fixing the system to offer equal access to both tools and opportunities
CURRICULUM, TEACHING, + LEARNING

- Facing History & Ourselves – Educator Resources
- Learning for Justice – Education Resources
- PBS Learning Media – Website
- Forbes article “16 Ways To Achieve Work-Life Balance By Setting Better Boundaries”
- Teaching for Change – Educator Resources
- Harvard University Office for Equity, Diversity, Inclusion and Belonging Website
- The Choices Program – Brown University Website
- Southern Poverty Law Center Website
- Anti-Defamation League Website
- Raising Race Conscious Children Website
- Embrace Race Website
- TEDGlobal Video “The danger of a single story, Chimamanda Adichie”
- TEDxNatick Video “The Windows and Mirrors of Your Child's Bookshelf,” Grace Lin
- GLSEN, Inc. – Website
RHCD E+B RESOURCES

- Click here to join an RHCD Affinity Space!

- RHCD Students – Click here to complete the RHCD Belonging Survey

- Click here to complete the RHCD Bias/Discrimination Reporting Form

- Click here to email our Director of Equity + Belonging, Michelle Jones (she/her)
MY LIVED EXPERIENCE...
Girls playing at a concert
The important thing is this: To be able at any moment To sacrifice what we are For what we could become. — Charles DuBois

Christine M. Davis
WEEKLY E+B DIRECTOR DUTIES:

• Attend weekly 1:1 meetings with Head of School, Division Head, and other administrators to develop, implement, and inform E+B Journey goals

• Serve as a LS/MS/US Student Support Team member, providing academic, emotional, and social support for RHCD students

• Serve as a hiring manager, interviewing candidates and providing feedback to enhance inclusive hiring practices

• Assist the Admissions Office with interviews and the application review process for LS/MS/US students

• Provide support for RHCD community members from underrepresented, or historically marginalized, or oppressed groups

• Plan and implement DEIJ programming for Pre-K -12 curriculum in partnership with Division Heads, Dean of Student Life, and faculty/staff members

• Chair the E+B Committee – Communications, C,T+L, Hiring Practices, Student Support, Student Advocacy

• Facilitate affinity spaces for voluntary participation in unpacking our layered identities
OUR EQUITY + BELONGING CURRICULUM
Our E+B Curriculum

Inspire
- Inspire Each Other
  - Middle School – “Who are we?”

Discover
- Discover our Full Selves
  - Lower School – “Who am I?”

Use
- Use our Wisdom for Good
  - Upper School – “What can we do?”
INSPIRE EACH OTHER – MIDDLE SCHOOL

“WHO ARE WE?”

The Equity + Belonging (E+B) focus for our MS curriculum is designed to engage a deeper understanding of community, answering the question, “Who are we?”. We want our Middle School students to know and like who they are, while respecting all people, those who are similar to and different from them. As students continue their unique journey of self-discovery, they are challenged to ethically collaborate in different spaces as globally minded citizens of a greater community.

Learning for Justice Social Justice Standards – Grade Level Outcomes

• ID.6-8.1 - I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
• ID.6-8.3 - I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
• ID.6-8.4 – I interact with people who are similar to and different from me, and I show respect to all people.
• DI.6-8.6 - I interact with people who are similar to and different from me, and I show respect to all people.
• DI.6-8.9 - I know I am connected to other people and can relate to them even when we are different or when we disagree.
• JU.6-8.12 - I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
• AC.6-8.16 - I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.
• AC.6.8.20 - I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.
DISCOVER OUR FULL SELVES – LOWER SCHOOL
“WHO AM I?”

The Equity + Belonging (E+B) focus for our LS curriculum is designed to engage a deeper understanding of self, answering the question, “Who am I?”. Grounded in our school motto, “Know Thyself”, we want our Lower School students to know and like who they are. As they embark on the discovery of their full selves, we believe supportive learning environments, where we are friendly to everyone, create joyous experiences that last a lifetime.

Learning for Justice Social Justice Standards – Grade Level Outcomes

- **ID.K-2.1** – I know and like who I am and can talk about my family and myself and name some of my group identities.
- **ID.K-2.4** – I can feel good about myself without being mean or making other people feel bad.
- **ID.K-2.6** – I like being around people who are like me and different from me, and I can be friendly to everyone.
- **DI.K-2.7** – I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- **JU.K-2.12** – I know when people are treated unfairly.
- **AC.K.2-16** – I care about those who are treated unfairly.
- **AC.K-2.20** – I will join with classmates to make our classroom fair for everyone.
The Equity + Belonging (E+B) focus for our US curriculum is designed to engage a deeper understanding of collective action, answering the question, “What can we do?”. We want our Upper School students to have a positive view of themselves, including awareness of and comfort with membership in multiple groups in society. As students mature intellectually, physically, socially, and emotionally, we want them to be equipped with the tools to advocate in a changing world.

Learning for Justice Social Justice Standards – Grade Level Outcomes

- ID.9-12.1 - I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
- ID.9-12.3 - I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- ID.9-12.4 - I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
- DI.9-12.6 - I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.9 - I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- JU.9-12.12 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- AC.9-12.16 - I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
- AC.9-12.20 - I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.
OUR E+B REPORT OUT – MAY 2022

USING OUR WISDOM FOR GOOD...
Each subcommittee has been working hard since the beginning of the school year to assess where we are presently in our E+B journey and develop goals aligned with our RHCD mission and vision.

Communications
- Streamline + coordinate DEIJB community outreach
- Increase accessibility of Social Media platforms
- Create resource list of accessible communication methods

Curriculum, Teaching + Learning
- Develop deeper understanding of curriculum flow through an equity lens
- Provide feedback about DEIJB resources for curriculum planning
- Developed more inclusive name for subcommittee

Hiring Practices
- Members attended AISNE’s Building Inclusive Hiring Practices Workshop
- Provide feedback to HoS + COO regarding job postings and descriptions
- Increase representation of marginalized groups in hiring pool

Student Support
- Develop deeper understanding of ACE services through an equity lens
- Create spaces for students to unpack identities in community
- Outline outreach system for support services on campus, like the Student Support Team

Student Advocacy
- Develop vision and mission for this student-led subcommittee
- Engage student involvement from each grade
- Weekly meetings with Director of E+B and/or E+B Committee Member

Office of E+B
- Lead E+B focused training for the RHCD community
- Diversify attendance at various faculty/staff meetings
- Attend weekly meetings scheduled with Head of School, Division Heads and other Administrators
We are committed to building a more equitable and loving community. We encourage/strive for honest self-examination, courageous conversations, mindful citizenship, and reaching out to one another in shared appreciation of our differences.

Rocky Hill Country Day School encourages the ongoing sharing of ideas, experiences, and dialogue that will broaden perspectives. By practicing and teaching equity and inclusion, we are committed to doing our part to help dismantle systemic racism, oppression, and inequality in our community and the world around us.

Rocky Hill Country Day is committed to working against forces of discrimination and oppression and creating an equitable environment where all members are supported. This requires that we respect and fully honor each member of our community. By practicing and teaching equity and inclusion, we as a community aim to dismantle systems of oppression and inequality in our community and empower all members to use our wisdom to create a more just and equitable world.

RHCD encourages the ongoing sharing of ideas, experiences, and dialogue that will broaden perspectives. By doing this, the school seeks diversity of thought and experience, teaches inclusion, and employs equitable teaching practices. We are committed to doing our part to help dismantle systemic racism, oppression, and inequality in our community and the world around us.
WHAT CAN WE ACCOMPLISH TOGETHER THIS YEAR?
03. Increase diversity of faculty, board of trustees, and student body while prioritizing inclusion and equity

04. Expand professional development and curriculum to continue to build an anti-racist, just, equitable and inclusive institution
2022-2023 EQUITY + BELONGING GOALS

- Update DEIJB Statement to Equity + Belonging Statement
- Engage families in MCA Community Engagement Subcommittee
- Create resource guide of inclusive classroom practices for faculty
- Update Calendar Considerations
- Develop E+B Key Performance Indicators (KPIs)
- Streamline outreach/communication to RHCD community members from Office of E+B
- RHCD’s Belonging Survey – All Students
- RHCD’s Bias/Harassment/Discrimination Reporting Form
Boundaries are the distance at which I can love you and me simultaneously.

PRENTIS HEMPHILL
GRATEFUL TO YOU!