



## 02.08.2021 | MVSD Board Update | Curricular Revisions

At the January 2021 MVSD Board Meeting, a member of the School Board requested an update on what the District has been doing in regards to ensuring diversity, equity, inclusion, and balanced perspectives in the District's curriculum and professional development. This important work has been an aspect of the District's focus on Social Emotional Learning (SEL). This (relatively) condensed list serves as an outline of some of the efforts that are taking place across the District in grades preK - 12. Many thanks to the administrators and teachers who shared this information.

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### >> Elementary Schools

- Elementary schools continue to focus on Learner Traits (open minded, caring, reflective, principled, and balanced)
  - Each building has purchased books based on a suggested list from the Teacher's College at Columbia University Reading and Writing project (aligns with Readers Workshop and Writers Workshop units of study) to add to each school's library. Variety of reading and grade levels
  - Teachers and administration have participated in PD sessions with Mike Anderson focused on SEL and equity
  - Two discrete examples from PES...
    - Administration, school counselors, and a teacher representative from each grade level at PES attended a Trauma Responsive Schools Conference with Emily Daniels, Lara Kain, and James Moffett in the Spring
      - Topics of discussion and guest speakers focused on: cultural, historical, and gender issues, white privilege, pillars of anti-racist schools amongst various topics related to supporting students affected by trauma
    - PES is deepening their knowledge of SEL by investigating the CASEL standards as well
      - Among the nine CASEL standards are
        - Social Awareness
        - Self Awareness
  - Some elementary administrators have also attended the NHSAA Excellence in Equity Conference and shared out notes, ideas, and takeaways from the conference with their colleagues
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### >> Middle School

- The middle school continues to focus on Learner Traits (open minded, caring, reflective, principled, and balanced)
- Several teachers attended a "Dismantling White Supremacy Culture" workshop over the summer

- Administration attended NHSAA Excellence in Equity Conference
  - Established a [Diverse Curriculum Committee](#) at the middle school
    - The committee holds monthly meetings to ensure that the ELA and SS curriculums expose students to a variety of topics and perspectives. The group has read /shared articles on handling difficult conversations around race in school
    - Completed an “inventory” of current ELA and SS readings that students are exposed to
    - Modified the poetry unit in 7th-grade this year to include more diverse perspectives and materials
    - The group continues to meet regularly and is planning next steps of progressing the group. Looking towards completing a Diversity, Equity, and Inclusion inventory as a school-wide goal
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## >> High School

### Curriculum -

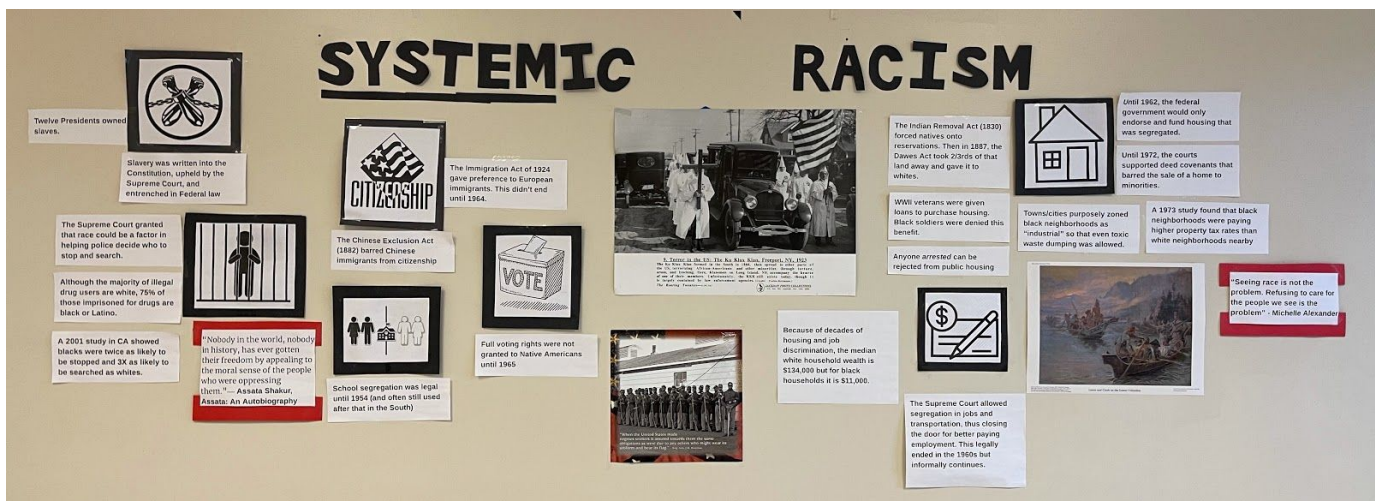
- The partnership with the Mount Kearsarge Indian Museum remains intact; the pandemic has limited that work for the moment. The school is actively working on establishing virtual sessions
- Complete revamp of English 11 curriculum, to include units on American Voices and the Harlem Renaissance. Readings and supplemental materials that provide the perspective and voice of black, Indigenous, and peoples of color (BIPOC)
- Have implemented the Choose Love Program in 9th grade
- Have implemented the Signs of Suicide program (SOS)
- Have implemented school-wide SEL presentations and activities
- GSA (Gay Straight Alliance) and recognize our LGBTQ community so that they have a voice and sense of belonging

### Counseling Department -

- Actively promoting scholarships for students of minority backgrounds, including the Hispanic Youth Award and Jackie Robinson Award, as well as the Tefft Foundation Award which seeks to recognize students who have worked on behalf of civil rights
- Work closely with trained personnel to support ELL students who are often of a minority background and collaborate to remove any barriers to their success or full participation in school programming
- Support of mental health professionals - individual, groups, and classroom presentations
- Participate in the, “I Am College Bound Day” program for application and financial aid assistance to all students while promoting low Socio-Economic Status (SES) and first generation college applicants
- Provide college and financial aid events (presentations and webinars) for those who need assistance - first generation friendly
- Promote fee waiver assistance for college applications, SAT Exam, and AP Exam for low SES / economically disadvantaged students
- Discuss at-risk subgroups (Asian, LGBTQ, gender minority, etc) in our Signs Of Suicide (SOS) training, to include (but not limited to) the following topics:
  1. Grief / Loss
  2. Trauma
  3. Anxiety - positive coping skills
  4. Stress management
  5. Making positive choices
  6. Substance abuse

\* To include students of parents and siblings who use

  7. Adjustment to high school



## >> MVLC

### English/History -

- In English classes, the MVLC attempts to use novels that provide students with different perspectives and demonstrate diversity. This semester the English teacher used Sherman Alexie's, *The Absolutely True Diary of a Part Time Indian*, to teach identity, inner conflicts, and the history and current state of reservations. The teacher has used Harper Lee's *To Kill a Mockingbird* to talk about racism.
- The English and History teachers are currently collaborating and using Angie Thomas's, *The Hate U Give*, to teach students about the Black Lives Matter movement, racism, the justice system, and inner conflicts
- When the MVLC looks at mentor texts for writing, the school is cognizant of the perspectives the texts are in and what the authors and characters bring to life for students

### STEAM -

- Classes are doing a close read on the famous MLK Jr, "I Have A Dream" speech
  - Students are answering questions on the speech. Classes have discussed unfamiliar words, what the symbolism is in the speech, what the speech meant, why the speech was written etc.
  - Classes are also drawing a portrait of MLK Jr and then will be writing their own "dream" and putting it underneath their MLK Jr portrait
  - In a non-partisan manner (with the teacher facilitating), students are comparing MLK Jr's speech to what is happening now at the Capitol
  - The idea is to keep the "I Have A Dream" concept alive and in the minds of the students

### History/Social Studies -

- In World History, students have read, *The Boy Who Harnessed The Wind*, while looking at Africa and the idea of leadership, government responsibility and education
- Students have also watched many TED Talks from people of all backgrounds discussing multiple subjects including the effects of Imperialism on native people
- In Middle School classes (at the MVLC), students have read, *Parvana's Journey*, and have discussed the culture of Afghanistan and the realities of war on people
- Students also have the book, *Hidden Figures*, as a novel that all subjects will use to talk about the 1950s, racism, the Space Race and the Cold War