

COID Board Engagement

Guidelines in Advance of Board Decisions

How does this decision or discussion impact equity and inclusion?

- Which families, experiences, and perspectives are being considered?
 - e.g. How are we accommodating families who can't attend assemblies, parent education workshops, or who work multiple jobs?
 - e.g. How might families currently experiencing low socioeconomic status feel their voice is valued? Are we gathering feedback during the planning process?
- Are certain cultures and experiences being privileged over others?
 - e.g. Are we scheduling an event during an important cultural observance?
 - e.g. Are we considering access, cost, and how welcome events feel to diverse families?

Key social identifiers:

Race, ethnicity, socioeconomic status, the gender spectrum, sexual orientation, family structure (LGBTQ, single, guardian, divorced...), neurodiverse learning styles, age, ability, nationality, immigration status, physical appearance, religion, belief systems, home language

For further understanding of culture:

This graphic may be helpful in thinking about our interactions with others as we build relationships. "Anxiety" level refers to how someone may feel if elements of their culture do not align with the school's culture. "Values" refer to how important elements of culture are to an individual or family.



Source: *Culturally Responsive Teaching & The Brain*, Zaretta Hammond

COID Board Goals

- More Board members on COID!
- Increase awareness of diverse identities, cultures, experiences
- Implement COID guidelines during Board committee meetings

For future Board meetings:

- Review [DEI @ CDS](#) slides with new Board members
- Play Candyland - Social Justice Edition
- New hire DEI [presentation](#) - diversity basics

- Engagement: how can we practice being allies and advocates, and taking action?
- Understanding ourselves and others - continual conversations and learning
 - Deep Diversity - Shakil Choudhury
 - White Fragility - Robin Diangelo
 - Podcasts - [Code Switch](#), Scene on Radio ([Seeing White](#), [Men](#)),...
 - Museum of Tolerance 2-day visit
 - Competing Against Luck - “Jobs to be done” theory
 - Are we accomplishing the jobs our families hired us to do - while staying true to our Mission? By division / grade / family demographic?
 - Everyone contribute resources

- **Discussion Protocols**
 - Project Zero - Circle of Viewpoints
 - School Reform Initiative - [Consultancy Protocol](#)
 - Teaching Tolerance - [Starting with Ourselves](#), [Let's Talk](#) (more [resources](#)),
 - Mediate.com - [We Have to Talk: Step-by-step Checklist](#)