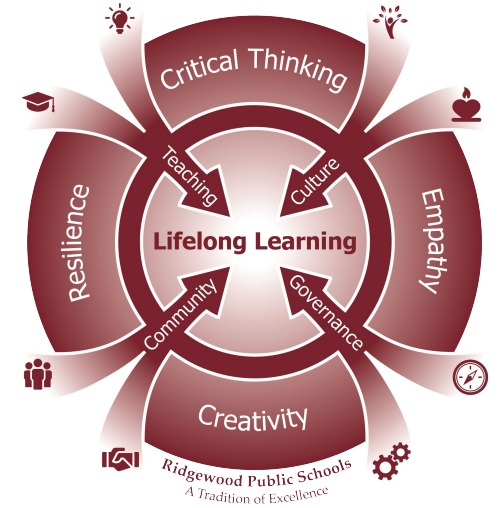




# Ridgewood Public Schools

February 5, 2021



**Diversity, Equity & Inclusion  
Initiative Update**

# Strategic Plan: Culture

## CULTURE

**All students learn in a culture that embraces passion and perseverance while fostering a spirit of empathy that develops socially and emotionally resilient learners.**

- A. The culture respects and capitalizes on our diverse community by encouraging and supporting open collaboration and communication.
- B. The culture fosters acceptance through empathy and positive social-emotional learning.
- C. The culture provides a learning environment where students, teachers, and parents find meaning, respect, and love for the learning process.
- D. The culture supports a growth-mindset with a focus on creativity and experimentation.



# Components of the Culture Action Plan

## Years 1 and 2

We are moving forward despite the pandemic, however, we may need to be flexible as we balance priorities for operations during this unprecedented time.

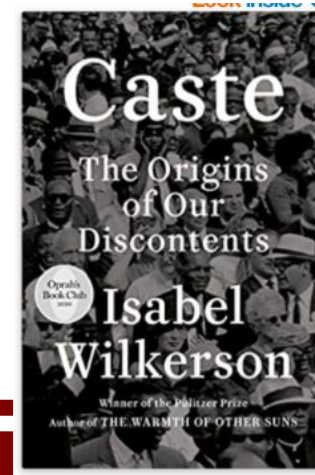
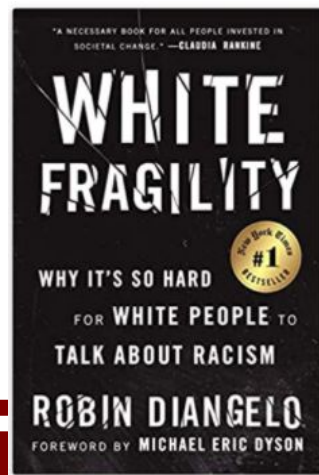
Action Plan	Who?
Engage staff with analysis of Beliefs and Practices document	Admin K-12 staff
Examine practices related to diversity and equity in the district to determine needs and priorities	Admin K-12 staff
Create a comprehensive equity training program	Office of CIA and associated representatives throughout district
Train RPS staff on equity in schools	Administration and all staff
Integrate components from diversity/equity training into curriculum, pedagogy, and assessment.	Principals, Supervisors, Staff



# Administrative Actions



- District Calendar: Adjustments were made to the district calendar to include additional holidays:
  - Eid
  - Lunar New Year
  - Diwali
- Professional Book Group
  - *White Fragility* was integrated into our summer administrative retreat
  - *Caste* is currently being read by the administrative team.



# Professional Development



# Professional Development

## Third Culture People - 3CP

Online Self Assessment: What is your CQ profile? (Drive, Knowledge, Strategy, Action)

Session 1: What is CQ and why does it matter?

Session 2: Understanding Different Cultural Values

Session 3: Analysis of our own CQ competencies

Session 4: Application of this knowledge to our work with students and families



# Next Steps with 3CP

## Formation of a Staff DEI Subcommittee

1. Collaborate on a staff survey to assess our district professional culture.
2. Determine effective and efficient ways to train more staff.
3. Analyze common threads from the first four sessions to identify priorities.
4. Determine actionable steps that can address the priorities.





# New Teacher Induction Program

## Year 3 Teacher Leadership Project Samples

Alignment with DEI:

1. Classroom Library Audit: Incidental Diversity
2. Analysis of K-5 music curriculum to assess DEI integration
3. Enhancing our practices with English Language Learners



# Department Initiatives

## English Language Arts Professional Development Goal

The students we teach today will be the citizens of tomorrow. Therefore, as educators we need to approach our teaching through a different lens to create a classroom of inclusion that fosters a culturally and racially equitable environment that allows all narratives to be taught without bias. Therefore, as professionals we will continually reflect on our unconscious biases, and work to mitigate those biases present in our teaching, curricula, institution and community.

November PD Day, Department Meetings and PLC activities are working toward this goal.



# Curriculum Development



# Thank you....

## Travell DEI Committee

- Physical Education and Wellness
- Art
- Music
- Reading and Writing



# Factors Impacting K-12 Curriculum Development

## **NJ Student Learning Standards (NJSLS)**

- English Language Arts
- Mathematics
- Science (9/2021- Climate change additions)
- Social Studies (9/2022)
- Visual and Performing Arts (9/2021)
- Comprehensive Health and Physical Education (9/2022)
- Computer Science and Design Thinking (9/2022)
- World Languages (9/2021)
- Career Readiness, Life Literacies and Key Skills (9/2021)



# Other Factors for Consideration

- Articulation across grades and subject areas
- High School Graduation Requirements
- Additional State Mandates
  - Example: Prescribed number of minutes for Physical Education/Wellness
  - Financial Literacy Requirement
  - Testing Requirements
  - Amistad Commission, Holocaust Mandate
- Research in the field on innovative practice
- Non-academic factors: social, behavioral, executive functioning
- National and Professional Organization Standards



# New Course for 2021-2022

## The Philosophy of Race- High School Elective

*The Philosophy of Race* is a full year course that will study race, through literature, history, and the media, as a socially constructed source of human differentiation that has been a powerful force in shaping America. The purpose of this course is to illuminate points in America's history and culture that speak to the construction and evolution of the concept of race from racialized slavery and freedom to the intersection of race and immigration, and its perpetuation through popular culture. While the conventional paradigm of race focuses on the white and black divide, race over the centuries has been complicated by the idea of "otherness" imposed on various groups, as Native Americans, and a constellation of cultural groups, immigrants, who have been imagined, usually negatively, through a racial lens.

Therefore this course will move from a study of race as a black and white binary through literature, history and the media to immigration and the process of racialization that includes America's indigenous peoples. This course will move to expand the definition of race, and conclude with a close examination of how race has been perpetuated throughout the 20th century and the present through the media, which causes us to question how the legacy of slavery has followed African Americans into the present day; what other systems have been put into place to mimic the power dynamics of slavery, such as incarceration and voter suppression, and what role the media has played in perpetuating violence against African Americans and others who have been disenfranchised and marginalized in society.



# College Board Recognition



Congratulations! Your school has earned the College Board's [AP<sup>®</sup> Computer Science Female Diversity Award](#) for expanding young women's access to AP Computer Science Principles (CSP). This award acknowledges 1,119 schools for their work toward equal gender representation during the 2019-20 school year—nearly 37% more than the 818 schools recognized last year. Yours is one of only 831 schools to be recognized for achieving this important result in CSP.





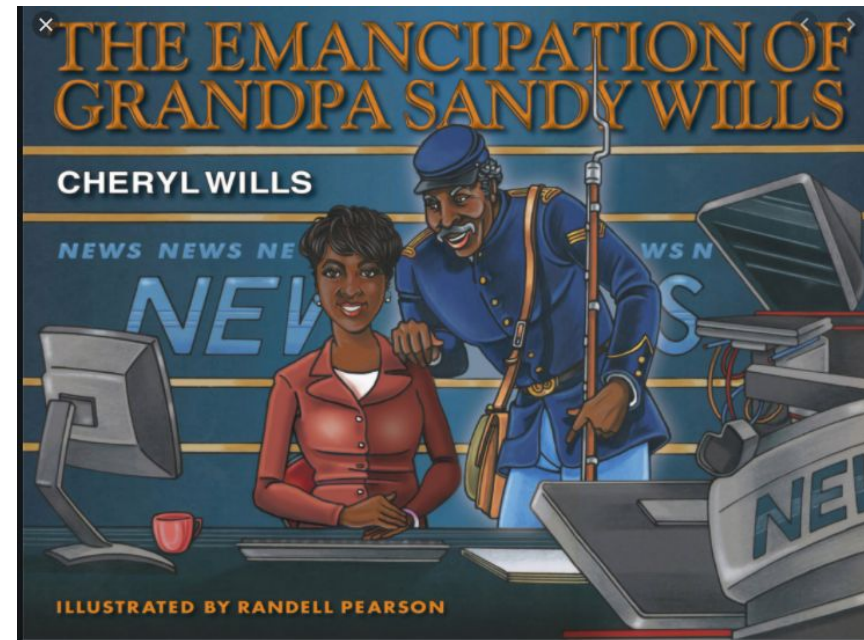
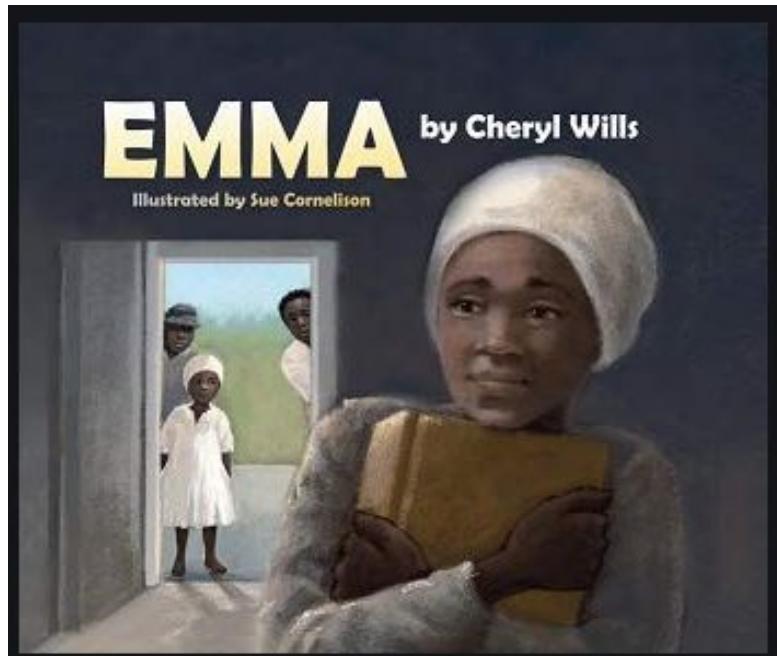
# This Month

- Morning Announcements
- School-Based Assemblies
- Virtual Read Alouds
- Social Studies Lessons
- Integrated Lessons beyond Social Studies
- RHS Club Activities



# This Month...

- February 24 - Virtual Author Visit with Cheryl Wills



# Thank You!

