

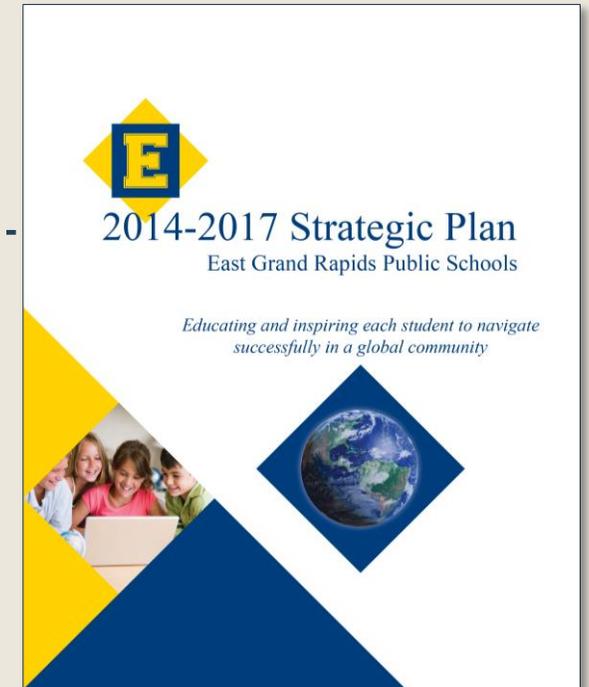
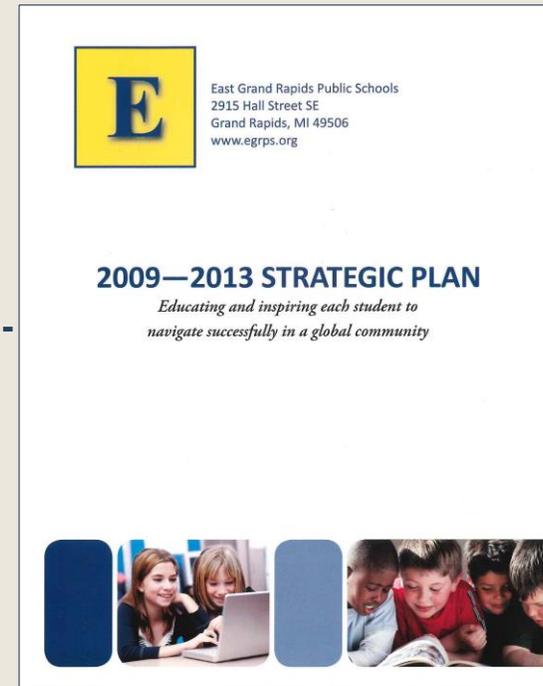
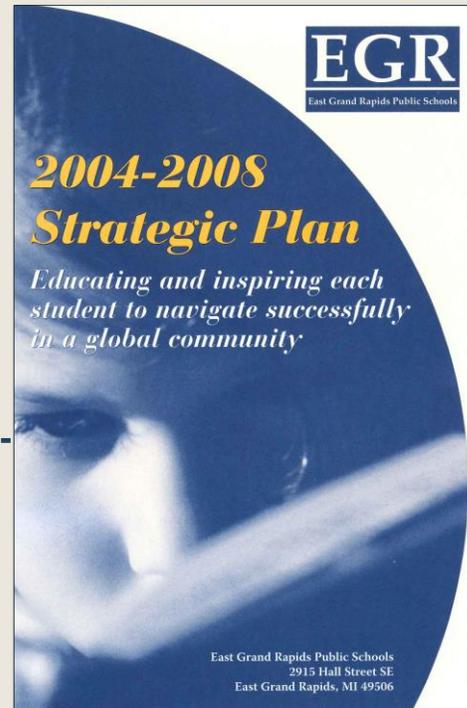
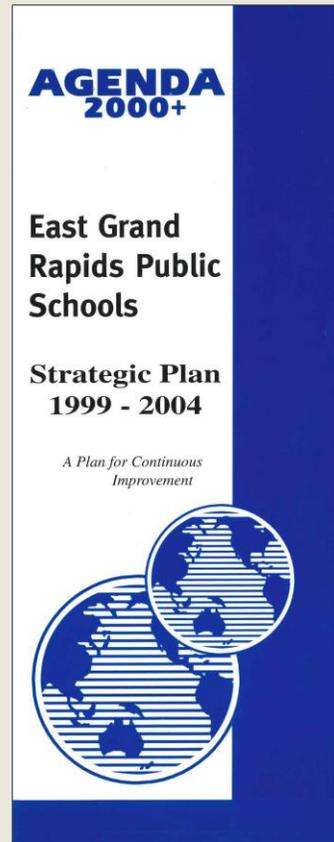
DIVERSITY UPDATE

PTO Presentation

East Grand Rapids Public Schools

January 16, 2018

District's Continued Commitment Past - Present



Historical Perspective of the Concept of Diversity in our Strategic Plans

	1999-2003	2004-2008	2009-2013	2014-Present
Mission	EGRPS, in <i>partnership</i> with students, parents, and community, will ensure that each student acquires the knowledge, skills, and strategies necessary to reach his or her full potential, and become <i>productive, responsible citizens</i> .	Educating and inspiring each student to navigate successfully in a <i>global community</i> .	Educating and inspiring each student to navigate successfully in a <i>global community</i> .	Educating and inspiring each student to navigate successfully in a <i>global community</i> .
Vision	The Board of Education, staff, and community will work <i>together</i> to: -expand the level of quality that already exists in our schools -encourage all adults in our schools and community to model <i>responsible citizenship</i> while developing and promoting it in our students, and -build a program of <i>continuous improvement</i> for parents, community, students, teachers, and staff	It is our commitment to provide an exceptional academic program within a safe, caring, and <i>inclusive</i> environment that will enable each student to acquire the necessary knowledge and skills to make a positive contribution to society. To meet this commitment we will support: Programs, training, and activities that will seek and embrace <i>cultural competency</i> and <i>transform perspectives</i> and programs that address the <i>academic, social, and emotional needs</i> of all children.	Our vision is to provide an exceptional education for every student so that they may pursue their dreams, maximize their potential, and <i>positively contribute</i> to the world. To support this vision we will: Provide each learner with experiences that are <i>inclusive</i> , relevant, rigorous, interdisciplinary, and individualized.	Our vision is to provide an exceptional education for every student so that they may pursue their dreams, maximize their potential, and <i>positively contribute</i> to the world. To support this vision we will: Provide each learner with experiences that are <i>inclusive</i> , relevant, rigorous, interdisciplinary, and individualized.
Values and Beliefs	We believe quality education is the <i>shared responsibility</i> of the students, staff, parents, community, and business. We believe in a supportive environment that allows for a <i>risk-free exchange of ideas</i> among all students, staff, and parents. We believe <i>diversity</i> enriches life and should be experienced and respected in our schools. We will not tolerate <i>prejudice, degradation, or intimidation</i> toward any person or group.	We believe in embracing the <i>uniqueness</i> of each student. We believe <i>families and schools</i> have a responsibility to nurture and educate children. We believe in <i>healing racism and other intolerances</i> . We value <i>cultural competency</i> . We promote a <i>culture of collaboration</i> .	We value the <i>uniqueness</i> of each student -Develop of the <i>whole child</i> <i>-cultural competency</i> <i>-diversity</i> We value <i>collaboration</i> -parent <i>involvement</i> -community <i>partnerships</i>	We value the <i>uniqueness</i> of each student -Develop of the <i>whole child</i> <i>-cultural competency</i> <i>-diversity</i> We value <i>collaboration</i> -parent <i>involvement</i> -community <i>partnerships</i>
Learner Outcomes	<i>Responsible Citizens</i> Identify and analyze issues Cooperative Contributor Show <i>respect</i> for <i>diversity</i>	<i>Responsible Citizens</i> <i>Culturally Competent</i> Individual -Understands his or own <i>culture</i> -Demonstrates knowledge of and <i>openness</i> to many <i>cultures</i> -Discourages <i>prejudice and stereotyping</i> -Grasps that there are <i>many perspectives</i> -Models <i>Inclusive</i> behavior -Values participation in <i>cross-cultural</i> activities	<i>Responsible, Productive Citizens</i> Capacity for Imagination, Creativity, and <i>Empathy</i> <i>Culturally Competent</i> -value, model, and mentor <i>cultural competency</i> and <i>inclusive</i> behavior -demonstrate knowledge of and appreciation for all <i>cultures</i> -participate in a variety of <i>cross-cultural</i> activities	<i>Responsible, Productive Citizens</i> Capacity for Imagination, Creativity, and <i>Empathy</i> <i>Culturally Competent</i> -value, model, and mentor <i>cultural competency</i> and <i>Inclusive</i> behavior -demonstrate knowledge of and appreciation for all <i>cultures</i> -participate in a variety of <i>cross-cultural</i> activities
Critical Issues and Strategic Directions	Effective Teaching Student Opportunities Curriculum <i>Community and Parent Support</i> Facilities Finance	Curriculum -Prepare students for learning and working in the <i>global community</i> . -Infuse <i>cultural competency</i> across all curriculum areas. Student Needs -Enhance <i>positive school climate</i> in all schools. <i>Cultural competency</i> -Integrate <i>cultural competency</i> into all dimensions of EGRPS, including students, staff, and community. Provide the community with learning opportunities to ensure <i>cultural competency</i> . Technology Human Development Finances	Curriculum Instruction Assessment Technology Professional Learning Create a district-wide environment that nurtures the <i>whole child</i> in social, emotional, cognitive, and physical growth and development Develop skills beyond the core subjects that are essential for learner engagement, achievement, and competitiveness in the 21 st Century. Provide professional learning that prepares teachers and administrators to integrate 21 st Century skills into learning communities.	21 st century Teaching and Learning Focus on the <i>Whole Child</i> Structural, Operational, and Financial Development Create a district-wide environment that nurtures the <i>whole child</i> in social, emotional, cognitive, and physical growth and development Develop skills beyond the core subjects that are essential for learner engagement, achievement, and competitiveness in the 21 st Century. Provide professional learning that prepares teachers and administrators to integrate 21 st Century skills into learning communities.

EGRPS Mission Statements

- **1999-2004**
 - *EGRPS, in partnership with students, parents, and community, will ensure that each student acquires the knowledge, skills, and strategies necessary to reach his or her full potential, and become productive, responsible citizens.*
- **2001-Present**
 - Educating and inspiring each student to navigate successfully in a global community.

Learner Outcomes

1999-2004	2004-2008	2009-2013	2014-PRESENT
<ul style="list-style-type: none"> • Effective Communicator • Responsible Citizen <ul style="list-style-type: none"> - Understand Civil Rights and obligations • Self-Directed Learner • Critical Thinker • Creative Producer • Cooperative Contributor <ul style="list-style-type: none"> - Show respect for diversity 	<ul style="list-style-type: none"> • Effective Communicator • Responsible Citizen <ul style="list-style-type: none"> - Understand Civil Rights and obligations • Self-Directed Learner • Critical Thinker • Creative Producer • Cooperative Contributor • Technologically Proficient Scholar • Culturally Competent Individual <ul style="list-style-type: none"> - Understands his or her own culture - Demonstrates knowledge of an openness to many cultures - Discourages prejudice and stereotyping - Grasps that there are many perspectives - Models inclusive behavior - Values participation in cross-cultural activities 	<ul style="list-style-type: none"> • Effective Communicator • Responsible Citizen • Self-Directed, Adaptable, and Critical Thinkers • Capacity for Imagination, Creativity, and Empathy • Culturally Competent <ul style="list-style-type: none"> - Value, model, and mentor cultural competency and inclusive behavior - Demonstrate knowledge of and appreciate for all cultures - Participate in a variety of cross-cultural activities 	<ul style="list-style-type: none"> • Effective Communicator • Responsible Citizen • Self-Directed, Adaptable, and Critical Thinkers • Capacity for Imagination, Creativity, and Empathy • Culturally Competent

Tolerance for ➡ Acceptance of ➡ Appreciation for and Celebration of our Differences

Strategic Plans Reflect our Beliefs

- Diversity embraces more than race
 - *Not defined by race alone*
 - *Defined by inclusivity*
 - *Respect, value, honor, and celebrate the rich dimensions of diversity*
 - Biological sex
 - Disability
 - Ethnicity
 - Family status
 - Gender identity
 - Language
 - National origin
 - Race
 - Religion
 - Sexual orientation
 - Socio-economic status
 - *Educate the whole child—social, emotional, cognitive, and physical—in the context of these rich dimensions of diversity*
- Diversity must be taught through a series of developmentally appropriate, cumulative experiences over an extended period of time, K-12.
- Diversity experiences and teachings must be authentic, organic, and in context.
 - *We do not use a “canned” program or utilize isolated, one-time, “shot-in-the-arm” approaches; as a result, our efforts can be very subtle in nature.*

Beliefs Reflected in our Strategic Plans Frame our Practice

“Throughout the entire school year, we discuss, teach, and model tolerance, acceptance, empathy, kindness, patience, compassion, and appreciation towards all people. By helping children understand and respect similarities and differences, they begin to develop an understanding of who we are all in the context of race, ethnicity, cultural, religion, language, special needs, and circumstances. The reality is that it is not possible to “list” [all] the things I do to teach diversity [as it] reflects the notion that teaching children these fundamental principles happens in isolation, which we all know is not the case.”

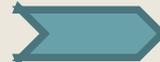
~ EGRPS Elementary School Teacher

Mission, Vision, Values, and Learner Outcomes of our Strategic Plan Drive our Work Related to Diversity, Equity, and Justice

 Curriculum and Instruction

 Teachable Moments

 Building Initiatives

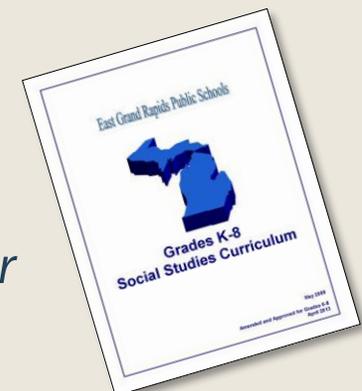
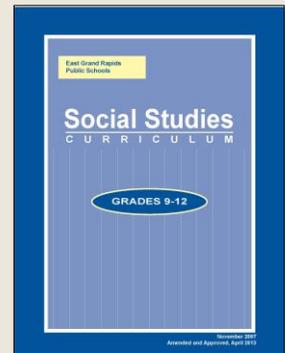
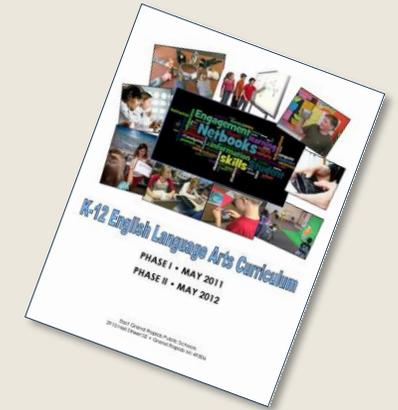
 District Initiatives

Curriculum and Instruction

- ❖ Social Studies and English Language Arts
 - Cross-Cultural Competencies (CCC)
- ❖ World Language
- ❖ Science and Mathematics
- ❖ Visual and Performing Arts
- ❖ International Baccalaureate Programme

Cross-Cultural Competency Standards (CCC)

- **Knowledge of One's Own Culture:** *Demonstrate knowledge of one's own culture, focusing on the role of this in a global society.*
- **Cultural Comparisons:** *Explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.*
- **Contributions:** *Identify and explain prominent examples of different cultural groups to historical and contemporary human society.*
- **Prejudice and Discrimination:** *Analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.*
- **Conflict Resolution:** *Take appropriate actions to stop discrimination against those from other cultural groups.*
- **Participation:** *Participate in diversity-focused activities designed for their own learning and increasing social justice.*



Social Studies (SS)

- CCCs and Core Democratic Values of Diversity, Equity, and Justice
 - *Taught K-12 through studies of self, families, communities, Michigan history, world history, United States history, economics, civics, geography, and sociology*
- The SS curriculum Alignment
 - *Provide repeated exposure, K-12,*
 - *In a developmentally appropriate manner*
 - *Within historical constructs that effect our understanding of race, gender, and culture.*
- Example: Slavery, Civil War, and the Civil Rights Movement
 - *Indirectly taught K-3*
 - *Directly taught in 4th, 5th, 8th, and 11th grades*
 - *Taught at varying levels of complexity depending on grade level*
 - *Learning through a variety of texts, primary and secondary resources, novels, films, speeches, articles, and activities.*

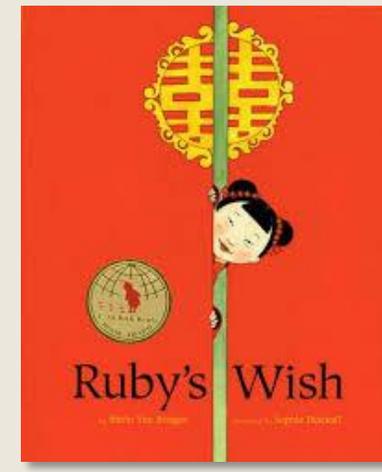
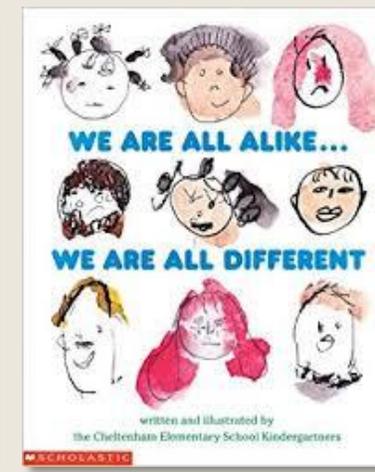
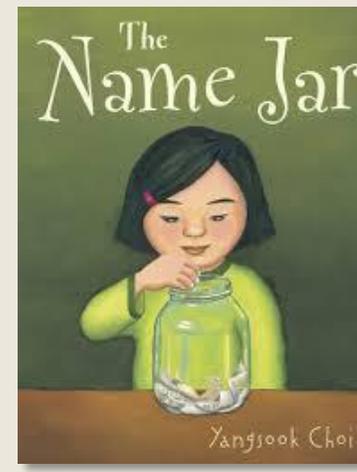
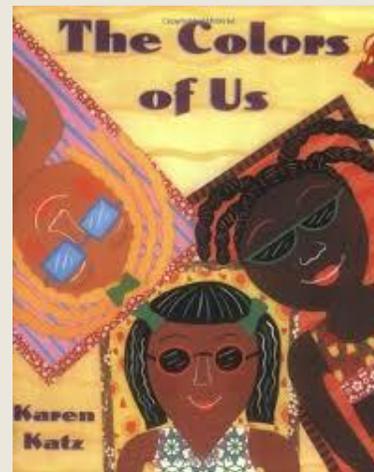
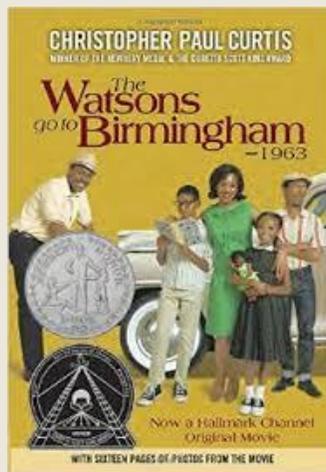
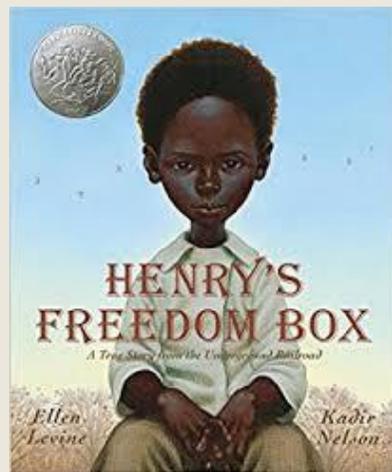
English Language Arts (ELA)

- CCCs woven through the K-12 ELA curriculum as students learn reading, writing, language, speaking, and listening skills.
- Diversity, equity, justice, and inclusion are frequently taught through intentionally chosen materials.
 - *Mentor texts, read aloud books, book club books, and classroom library books*
 - *Emphasize characters of different races, cultures and socio-economic backgrounds (e.g. “The Tiger Rising” in 4th grade)*
 - *Speak directly to issues of injustice, inequality, racism, or discrimination*

English Language Arts

“Diversity is something that I am conscious of throughout reader’s and writer’s workshop. Integrating mentor texts that highlight diversity in all ways is essential for developing world views. In addition, my classroom library includes books that represent diversity racially, ethnically, and socio-economically.”

~ EGRPS Elementary School Teacher



English Language Arts

Two Key Curriculum Standards: 5th Grade through 12th Grade

- Assess whether social issues and different cultural groups are accurately represented in fiction or nonfiction texts.
- Analyze a particular point of view or cultural experience reflected in works of literature from outside the United States, drawing on a wide reading of world literature (RL.10.3).

Sampling of MS ELA and SS Texts

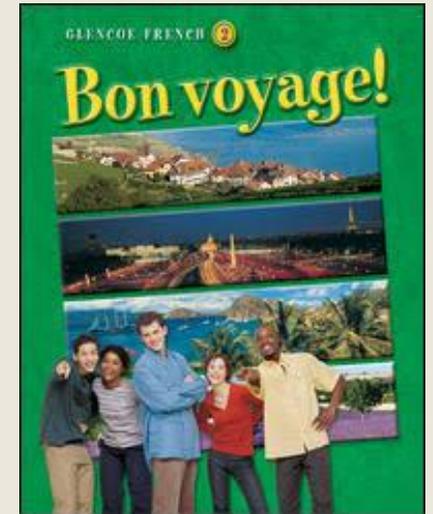
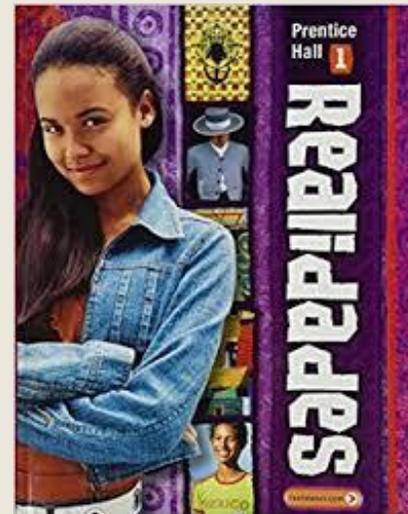
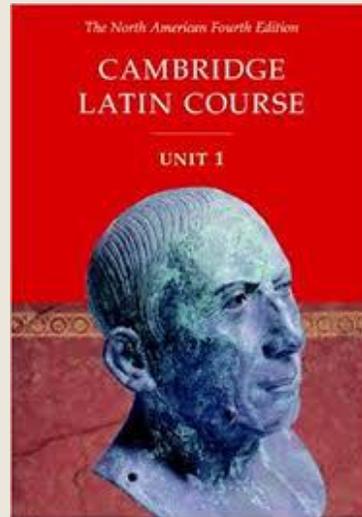
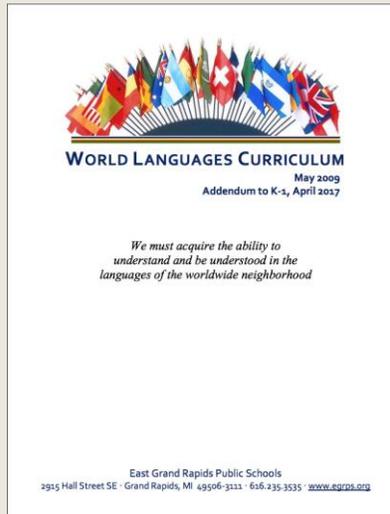
- A Long Walk to Water
- All American Boys
- Boycott
- Coolies
- Emmett Till
- I Will Always Write Back
- Leon's Story
- Middle Passage
- The Breadwinner
- The Cay
- The Circuit
- The Patchwork Path
- Underground
- Unspoken

Sampling of High School ELA and Social Studies Texts

- Animal Farm
- Boxers and Saints
- Crash
- Fahrenheit 451
- Flags of Our Fathers
- Gone with the Wind
- House on Mango Street
- Huckleberry Finn
- Kite Runner
- Living Jim Crow
- The Absolutely True Diary of a Part-Time Indian
- The Autobiography of Malcolm X
- The Bean Trees
- The Bluest Eye
- The Crucible
- The Danger of a Single Story
- The Great Debaters
- The Invisible Knapsack
- The Narrative of the Life of Frederick Douglass
- The Persuaders
- The Purple Hibiscus
- The Red Scare
- The Rediscovery of America
- The Things They Carried
- Their Eyes were Watching God
- To Kill a Mockingbird
- Whites Just Don't Get It

World Language

- A belief stated in our World Languages curriculum is that “competence in more than one language and culture enables one to communicate, look beyond borders, have a deeper understanding of their language and culture, act with greater awareness, gain and access knowledge, and participate more globally.”



“The world language curriculum is infused with cultural lessons around affirming other cultures, recognizing cultural differences, becoming aware of our cultural values, identifying values that are similar and different in other cultures, learning to communicate cross culturally, celebrating different cultural traditions and being sensitive to other cultures.”

~ EGRPS World Language Teacher

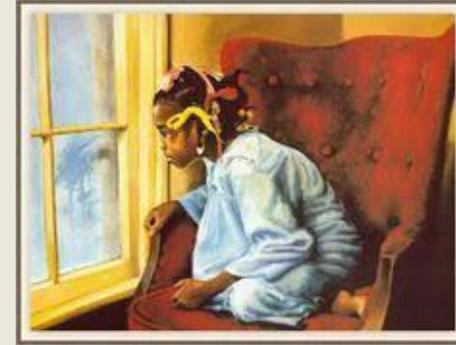
Science and Mathematics

- Evolutionary history of different races; Evolution of skin color
- Race as a social construct vs. a biological construct
- Inequitable impact of technology, policies, and practices on various diverse groups of people
- Next Generation Science Standards
 - *Approaches science learning as a cultural accomplishment*
 - *“When appropriate and relevant to the content at hand, recognize scientists and mathematicians from diverse groups.”*
 - *“An effort should be made to include significant contributions of women and of people from diverse cultures and ethnicities.”*

Visual and Performing Arts

■ Visual Arts

- Artists of diverse cultural backgrounds and their stories
- Multi-cultural paper and crayons



■ Music

- Annual Harmony for Humanity Orchestra Concert
- Thematic Concerts that address diversity of thought, ideas, language, and culture
 - *Music Around the World Concert at the HS*
 - *Multi-cultural musical selections at all levels*
- HS Choir: Study Afro-American spirituals as they relate to American history and the perspective of slavery



International Baccalaureate Curriculum



The graphic features two silhouettes of a person's head in profile, facing each other. The interior of the silhouettes is filled with various attributes of the IB Learner Profile, such as 'INQUIRERS', 'KNOWLEDGEABLE', 'OPEN-MINDED', 'RISK-TAKERS', 'CARING', 'REFLECTIVE', 'PRINCIPLED', 'COMMUNICATORS', and 'THINKERS'. To the right of the silhouettes is a circular logo with the text 'THE IB LEARNER PROFILE' and a smaller silhouette of a person's head.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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- Aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- Whole Child: An “international education that develops the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing and diverse world.”

Teachable Moments

An event or experience that presents an unexpected opportunity for learning.

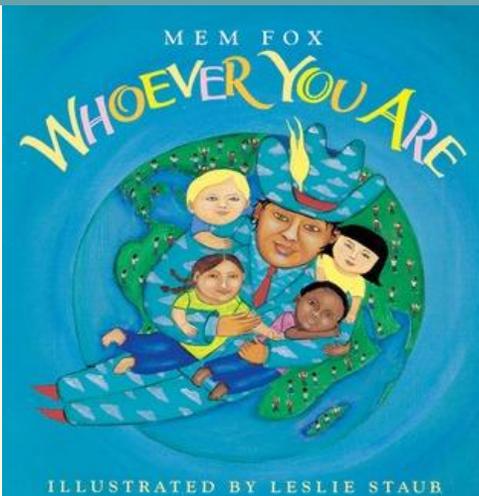
A fleeting opportunity for learning that must be sensed and seized.

“When topics come up, whether it be in something we are reading, or the latest headline in the news, I believe it is essential for students to have meaningful, grade appropriate conversations regarding difficult topics in today’s society so that they grow up to be conscious citizens.”

~ EGRPS Teacher

Elementary Building Initiatives

Proactive methods for enhancing school climate and culture



- Building Level Themes
 - *Be Kind, Be Caring, Be Respectful* – Breton Downs
 - *Kindness Counts* - Lakeside
 - *TEAM* – Wealthy
- Building Level Diversity Teams
 - *Cultural Luncheons and Book Talks* – Wealthy
- Lessons with the School Social Worker
 - *Classroom*
 - Problem Solving/Anti-Bullying
 - *Talk, Walk, Squawk*
 - *Technology/Cyber Bullying for Upper Elementary*
 - Mindfulness
 - Restorative Circles
 - *Small Group or 1:1*
 - Targeted interventions based on data
 - Friendship skills, Changing families, Grief and Loss, etc.

Elementary Building Initiatives

Developmentally appropriate student experiences that cultivate an appreciation of our differences



- Community Partnerships
 - *Power of Education/Partnership with School in Haiti – Breton Downs*
 - *Kids’ Food Basket – Lakeside & Wealthy*
 - *Local Schools in GRPS & Godfrey Lee*
- Service Learning Opportunities
 - *Experience working with diverse members of the community*
 - *Opportunity to develop civic engagement*
- Author and Artist Visits
 - *Bren Bataclan, Lester Laminack, Charles Waters, etc.*
- Spanish
 - *Virtual Field Trips to foreign countries*
 - *Cultural experiences*
- Mix It Up
 - *Opportunity to engage with someone new*
- Purposeful Read Alouds
 - *Celebrating our differences*

Secondary Building Initiatives

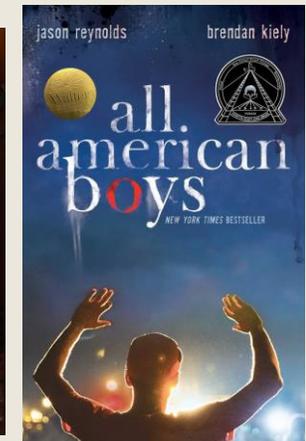
School climate and culture
Student diversity and inclusion experiences



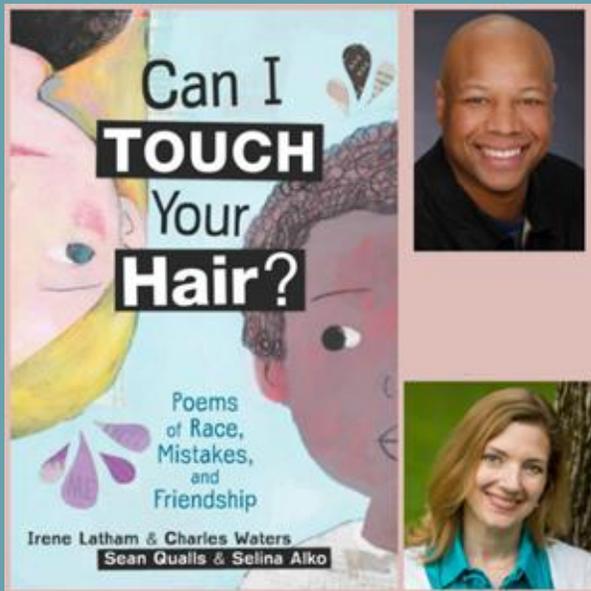
E.B. Lewis – 2011 District MLK Keynote
& Guest Artist

Middle School and High School Initiatives

- Champions of Diversity committee
 - Dedicated team of teachers and teacher leaders regularly meeting on these topics
- Departmental Leadership
 - Social Studies and English Departments
 - Select literature with a social justice focus
 - Develop units to accurately teach history & frame present-day issues
 - Identify and analyze equity issues past and present
 - World Language - K-12 history
 - Music – culturally sensitive and diverse



Secondary Building Initiatives



Poets Irene Latham & Charles Waters will visit in February 2018

- Student Clubs & Activities
 - French Club
 - Gay-Straight Alliance
 - LGBTQ Sensitivity Training
 - International Club
 - Key Club
 - Latin Club
 - Model United Nations
 - Spanish Club
 - We the People
 - Young People of Power

- *International Travel and Study Experiences*
 - Costa Rica
 - Cuba
 - Europe (multi-national)
 - Spain

Secondary Building Initiatives



Neutral Zone Trainers
Diversity and Inclusion Leadership Training

- Fostering Student Leadership
 - Measuring our impact and engaging in reflection
 - Aligning our structures to the ongoing, developmental needs of our students
 - MS School Day Study Team
 - Partnerships
 - Two day MS training institute lead by the Neutral Zone in Ann Arbor. Patterned off the S.E.E.D program (Students Educating Each other about Diversity). Urban League of GR (MLK Day).
 - High School Renaissance Program – 28 students & 8 staff members



District Initiatives



Honoring Diversity

■ Champions of Diversity

- *Long-standing Committee in District*
- *District and building level*

■ Intentional Efforts to Honor Martin Luther King Day

- *District Level to Building Level*
- *Connected activities and experiences across the school year*
- *Full Engagement: Administration, Staff, Students, Parents, and Community*

■ Explicit Integration of Cross-Cultural Competencies

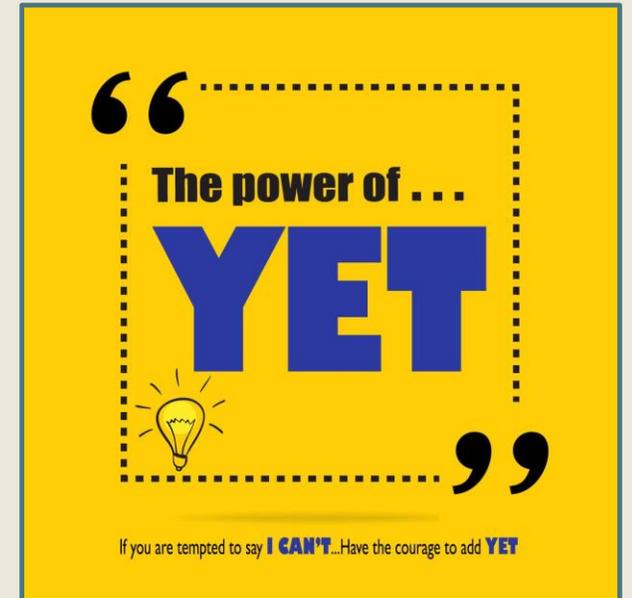
- *English Language Arts and Social Studies*

Staff Development – Diversity Training

- GRCC's Institute for Healing Racism
 - *900 hours of staff learning since 2001*
 - *87% of staff trained by end of 2017-2018 school year*
 - *Over \$30,000 investment since 2001*
- *Implicit Bias Training through Grand Rapids Urban League*
 - *41 staff members trained in August of 2017*
 - *An additional 40 staff members to be trained in August 2018*
- Restorative Justice Training
 - *All principals and assistance principals trained in fall and early winter of 2017*
 - *Practice used informally with appropriate discipline situations prior to 2017*
 - *Conflict Resolution Center*
 - *All MS teachers will be trained in restorative practices by The Neutral Zone in August of 2018*
- International Baccalaureate Training
 - *800+ hours of training since 2009*
 - *Curriculum and instructional approaches*
- Hiring Practices
 - *UM, MSU Teacher Career Fairs*
 - *ISD website*
 - *83% of teachers in United States are white*
 - *Target outreach to Texas and Arizona and Historically Black Colleges and Universities*
 - *16% of all black teacher candidates attend HBCUs*

It's Important, It's Possible, and It Takes a Village

- Growth Mindset and the Power of Yet
- Shared Responsibility
- Common Goals
- Partnerships
 - *School, Parents, and Community collaboration is necessary to achieve our mission of Educating and Inspiring Each Student to Navigate Successfully in a Global Community.*



District Commitment

We will . . .

- ❖ develop the *Cultural Competence* of staff and student
- ❖ foster *Cultural Inclusiveness*
- ❖ be Culturally Responsive

Thank You!

Opportunities for Parent-School-Community Partnerships

■ Directly Reach out

- *To building principals to explore about how one might support the diversity work of the school and the teachers*
- *Offer ideas, expertise, time, effort, and/or financial support*

■ Parent/Community Diversity Committee

- *Support the district's diversity, inclusion, and equity work*
- *Partner with building principals and the district's Champions of Diversity Team*
- *Offer ideas, find resources, assist in organizing activities, and secure funding*
- *Sponsor speakers and bring in experts for community events*
- *Similar to Community Action Council (CAC) with representation from the City of EGR, EGRPS, and community members*

■ Community-Wide Book Studies

- *Accompanied by community forums for discussion, dialogue, and reflection*

■ Model diversity, inclusion, and equity at home and in the community

■ Take advantage of teachable moments when they arise