

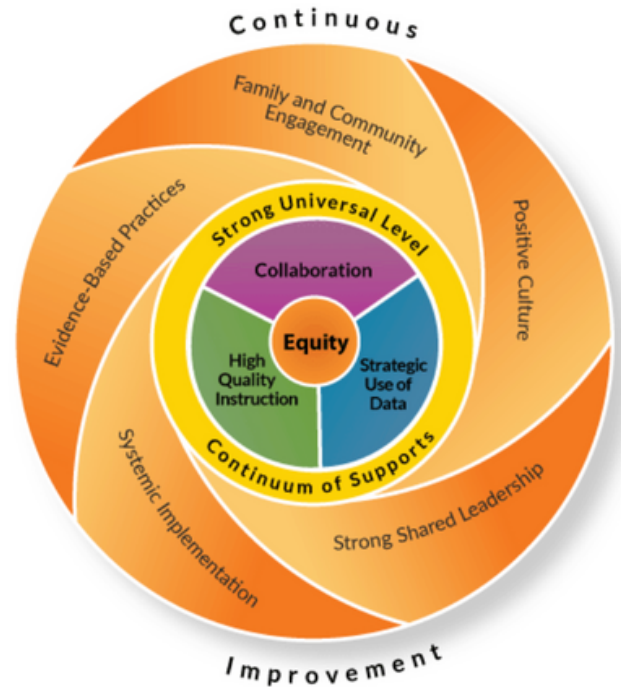


EXCELLENCE FOR ALL

*Equity and Inclusion Department
Volume 2 Issue 5 | February 2023*

Have you noticed that the work of promoting equity and inclusion looks, sounds, and feels different this year? If so, you're not alone. Many staff members in our district have experienced similar shifts. One significant change from last year is the absence of monthly dedicated time for professional development on topics of diversity, equity, and inclusion.

Why is this? Take a look at the image to right, you may have seen this before. Wisconsin's Equitable Multi-level Systems of Supports (E-MLSS) conveys the vision of an **integrated system of behavioral, social, emotional, and academic support, includes all educators and all learners, considers the whole child and system, and attends to equitable access, opportunity, and outcomes.** At the center of this all is equity.



Staff are committed to implementing the strategies and knowledge they gained last year, and are now reflecting on how equity and inclusion can be integrated into their daily work to better serve students and families. We believe that actively identifying and removing barriers is the key to achieving equitable outcomes and experiences for all students, and we are proud to see the following examples of our efforts to achieve this goal:

- We are pleased to report that the MAGNET program has successfully increased testing numbers this year, from 154 to 287. We are proud to see that 12 Hispanic/Latino students participated in testing, compared to zero last year. This progress shows that our commitment to equity is yielding positive outcomes.
- We are excited to see that some buildings in our district are incorporating the Culturally Responsive Look For's in classroom instruction as a part of their ongoing professional learning and evaluation process. By using this tool, we are ensuring that our teaching practices are inclusive and culturally responsive, which helps to create a positive learning environment for all students.
- Our district PBIS leadership team has worked collaboratively to develop a common language around majors/minors in Office Discipline Referrals, which ensures that our disciplinary practices are consistent and transparent across the district. Additionally, we are proud to have collaborated with Kobussen to create safe and predictable structures on bus routes, which is an important step in creating a safe and positive environment for all students.
- The Equity and Inclusion department, Pupil Services, and leadership team at the high school have made concerted efforts to ensure that content area teachers and special education teachers are embedded in the Co-Plan to Co-Serve cohorts, which is an important step in promoting inclusive classroom practices. By working collaboratively, we are able to address accommodations and modifications to create a more equitable learning environment for all students.
- These are just a few examples of the many ways in which our district is working to create equitable and inclusive learning environments for our students. We encourage you to view the following pages for more information on the initiatives that are making a difference in our schools.

SCHOOL HIGHLIGHTS

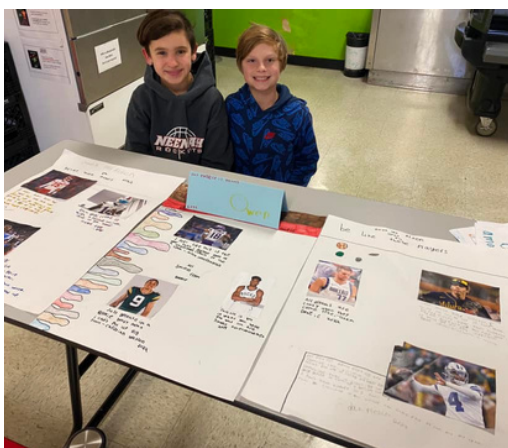
Check out some of the things happening in our schools/classrooms that create equitable and inclusive environments for all students.



Fifth grade students at Spring Road Elementary worked with their guidance counselor, Tricia Mielke and other staff members to create Positive Outreach Projects using the CASEL framework. This framework

The framework establishes equitable learning environments and coordinate practices across four key settings that support students' social, emotional, and academic development.

- **Self-management:** managing emotions and behaviors to achieve one's goals.
- **Self-awareness:** recognizing one's emotions and values as well as one's strengths and challenges.
- **Responsible decision-making:** making ethical, constructive choices about personal and social behavior.
- **Relationship skills:** forming positive relationships, working in teams, dealing effectively with conflict.
- **Social awareness:** Showing understanding and empathy for others.

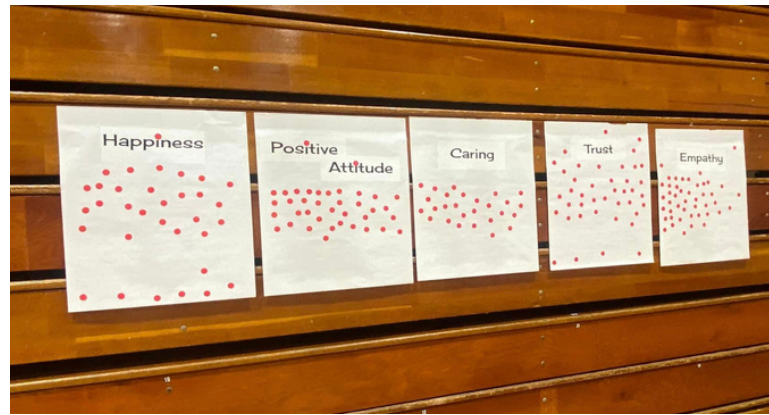


SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

LIVING INTO OUR VALUES

As we approach the end of February, it's a good time to reflect on our New Year's resolutions. If you made one, how is it going? And if you didn't, why not? Often, the reason why we don't achieve our goals is that our behaviors don't align with them. Similarly, schools and districts also need to reset from time to time. As Brene Brown, author of *Dare to Lead* and *Unlocking Us*, says, "There is power in resetting and getting clear on values and the behaviors that support them." You can listen to her podcast about living into our values [here](#).

During January's Professional Learning Day (PLD), our middle and high school staff reflected on the values they hold dear. Do these values show up in the way we interact with our colleagues, students, and families? Do they manifest in our school environment with **teachable, observable, and measurable behaviors**? If not, now may be a good time to reset and ensure that our values are aligned with our goals, and that we are purposeful in achieving them.



With the transition to a 5-8 building next school year, the new Neenah Middle School staff took time to reflect on their core values. Administrators will work to build a culture where these values are reflected.



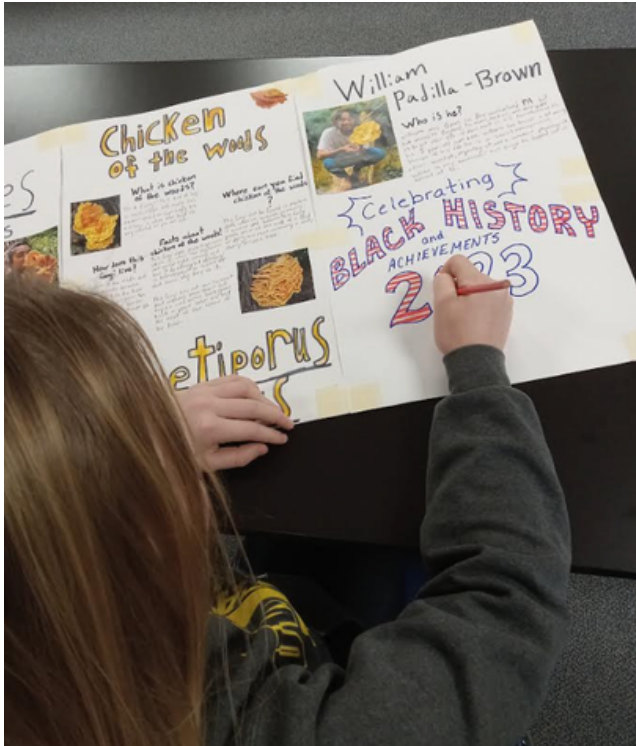
Staff at the high school reflected on their core values. The image above reflects the values of staff at the high school.



Equity Champions took time to reflect on their own personal values and evaluated if the value of equity is teachable and observable in their buildings and across the district.

CELEBRATING BLACK HISTORY MONTH

Students in Ms. Kinsley's class at Shattuck are continuing their work on black scientists of America to celebrate Black History month and to tie their research to the Fungi Life Science Unit. This poster is featuring William Padilla-Brown, a mycologist (person who studies fungi), who is especially fascinated with the fungi species known as Chicken of the Woods.



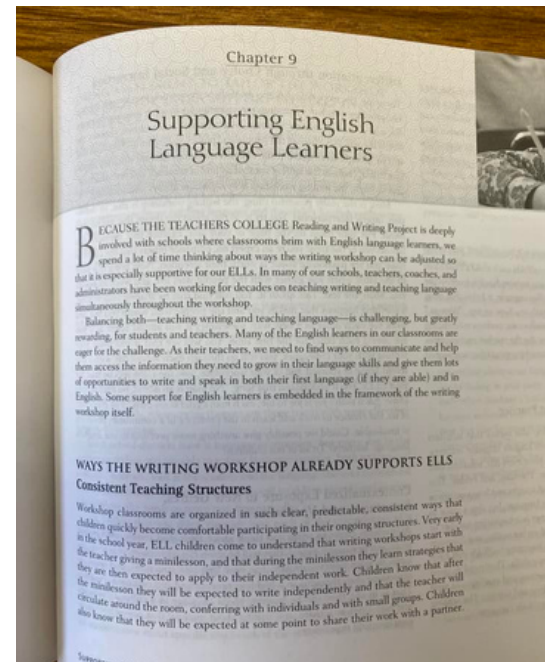
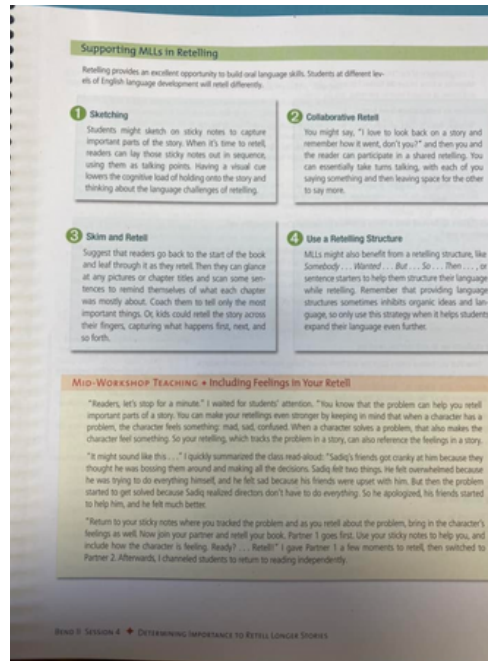
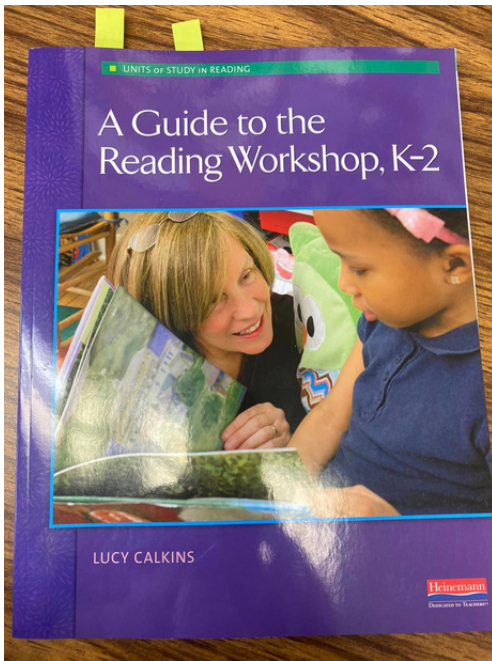
Students from Neenah High School attended the annual African Heritage Emerging Student Leaders Institute. Students were involved in culturally relevant learning experiences that empower them to be successful at schools. Students were also exposed to college admission, career exploration, and identity development workshops. Thank you to Mr. Emery, Mrs. Keberlein, and Mrs. Berceau for providing opportunities for our students.



Check out some of the posters below that students at Shattuck created as a part of a creative contest to celebrate Black History month. Students can submit digital art, poetry, essays, sculptures, and art to highlight and celebrate an influential person. The winners will receive prizes and their work displayed around the school.

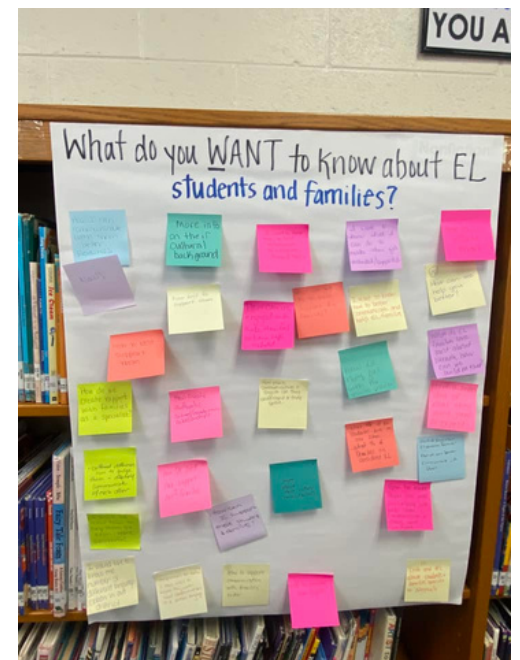
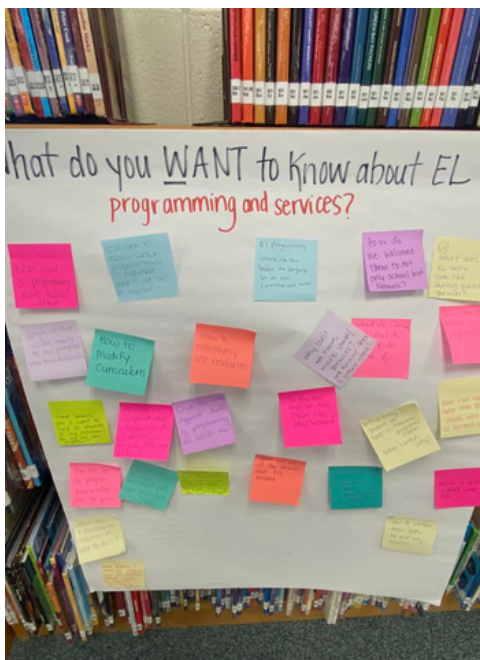


ENGAGING EL LEARNERS THROUGH THE WORKSHOP MODEL



Did you know that the workshop model includes sections for supporting English Learners (EL)/ Multilingual Learners (MLL)? These valuable resources can be found in the old guide, the new guide for reading workshop, and within the units of study. By using these resources, you can engage ELs in the workshop model through predictable patterns that provide structure and support for their learning. By consistently using these structures, such as stating teaching points, emphasizing language and content objectives, building background knowledge, and making learning relevant, students can be more successful.

If you're interested in incorporating the Sheltered Instruction Observation Protocol (SIOP) into your teaching practices, you can discuss with the EL teacher in your building or reach out to Sae Yang for resources and support. They can provide guidance on how to effectively integrate SIOP strategies into your lessons to make them more accessible and engaging for ELs.



THE COACH'S CORNER

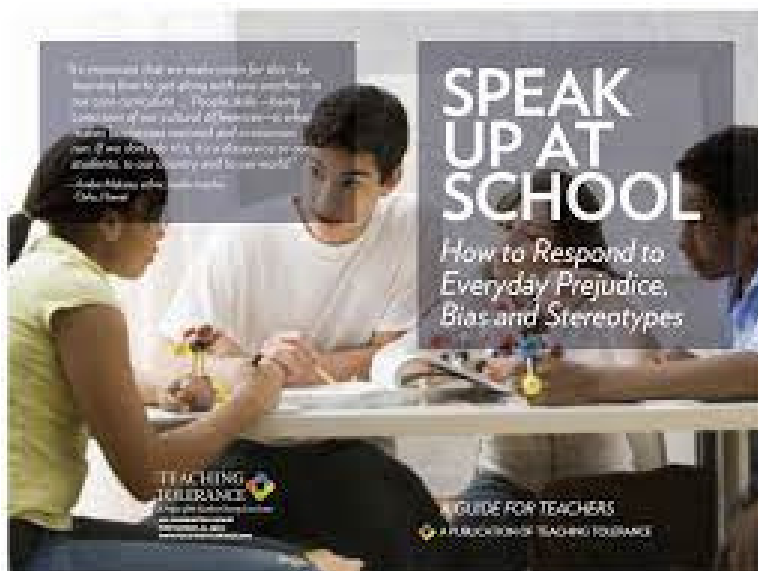
DON'T LET HATE GET THE LAST WORD

Someone has said something that makes you uncomfortable, or even angry. You want to say something, but you're not sure what to say...

What can you do?

The Learning For Justice [website](#) has a free guidebook available on what you may be able to do when you need to respond to prejudice, bias, or stereotypes. Here are some steps before, during, and after you have encountered this:

- First things first, make an affirmation to yourself: *I will not let hate get the last word.*
- Have prepared some responses that can interrupt in the moment. You might try: *That offends me, I don't find that funny, or I'm surprised to hear you say that.*
- In the moment you can use basic strategies: *interrupt, question, educate, or echo.*
- And what if it is students that you overhear using hurtful language? This page has some scripts that have been differentiated by grade level that can help interrupt when you hear biased language in the schools.



Dear NJSD Colleagues,

I want to thank you for helping me feel so welcomed in your building this past month. In this past month, I have attended CLTs at Horace Mann to be available to offer suggestion for instructional strategies to be more equitable, delivered PD regarding using the culturally and linguistically responsive VABB strategy, and been invited to observe classrooms and toured buildings to get to know the culture of schools in NJSD. If we have not had a chance to collaborate together yet, here are some ideas of how we could work together?

- Observe and give feedback for how to include culturally responsive/inclusive strategies into lesson plans.
- Collaborate around specific students or classes.
- Attend building teams or grade level PLC meetings.
- Provide trainings/ professional learning on requested topics related to equity, inclusion, and CLR best practices.
- Support building goals by attending and engaging in staff meetings.
- Meet 1:1 to answer questions, provide resources, etc.

Thank you,
Rachael Schley

COMMUNITY EVENTS

Celebrating Black History Month (February)

Here are a few suggestions if you are still looking for ways to celebrate or learn more about Black History Month in Wisconsin:

Black Hair Care Expo presented by People of Progression

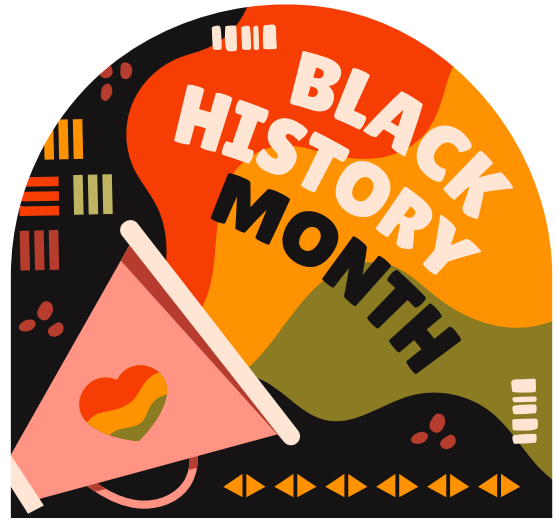
- February 25th
- 141 S. Riverheath Way, Appleton
- For blended or adoptive families as well as foster homes and shelters to learn about hair care for textured hair types

Black History 101 Mobile Museum

- February 28th
- Lawrence University, Warch Campus Center 324, Appleton

Artist Series: Adam Sadberry, flutist

- March 3rd
- Lawrence University Chapel, Appleton



Stone Of Hope: Black Experiences in the Fox Cities

- Permanent Exhibit Starting March 1st
- 330 E. College Ave., Appleton

Celebrating Women's History Month (March)

Fragmented Virtues: Carey Watters 2022 TMA

Contemporary Best-of-Show Artist

- Month of March
- Trout Museum, Appleton

"I Am Not Invisible" Display

- All Month: "I Am Not Invisible" Display
- Fox Valley Technical College Campus Library

