

Riverhead Central School District Diversity, Equity and Inclusion Committee

Equity in Education Plan for Year One

Mission Statement:

The Riverhead CSD Diversity and Cross-Cultural Task Force (DCTF) includes staff, students, community members, and stakeholders who value the rich diversity within the Riverhead Central School District and seek to provide support and opportunities for all students.

This plan was created using NYSED's Culturally Responsive Sustaining Education Framework as a guide:

<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

Principle 1: Welcoming and Affirming Environment

We strive to create a space where people are represented, reflected and treated with respect and dignity.

GOALS for Principle 1:

- Recognize how prejudice and explicit/implicit bias manifest in our school community by uncovering underlying problems and developing strategies to address them.
- Practice empathy during all interactions. Think about others' feelings, taking into account their experiences and imagining what it feels like to be in another person's shoes. Always striving to accept others rather than imposing negative judgment, in order to create a safe and supportive learning environment that allows for other students to think deeply, share honestly, and take academic risks.
- Advocate to ensure that school culture and environment are safe and responsive to children's needs
- Partner with teachers and school leaders to inform them of, and assist with, school community needs. (Year 2)
- Build rapport and develop positive relationships with students and their families by learning about their interests and inviting them to share their opinions and concerns. (Year 2)
- Find opportunities to address and incorporate the opinions and concerns of staff
- Work with families early and often to gather insight into students' cultures, goals, and learning preferences.
- Assess school climate using a variety of measures (i.e. surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences, using questions that consider issues of diversity, equity and inclusion.
- Work to improve the recruitment and retention of a diverse teacher workforce (i.e. teachers who identify as people of color, LGBTQIA+, differently-abled) by strengthening pipelines for teacher education and cultivating relationships with local and national partners (i.e. historically Black colleges and universities, Hispanic association of colleges and universities, alliance organizations)

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Year 1 Goal	Steps to Implement	Stakeholder Groups Involved	Resources
Recognize how prejudice and explicit/implicit bias manifest in our school community by uncovering underlying problems and developing strategies to address them.	<ol style="list-style-type: none"> 1. Unpack key vocabulary and concepts from CR-S Framework 2. Utilize electronic communication and social media to inform stakeholders (students, parents/caregivers, community members, youth organizations, non-profits) of resources/briefs 3. Identify staff to facilitate book studies 4. Encourage courageous conversations with stakeholders 5. Document and analyze discipline data 	All Stakeholders DEI Committee	<p>Implicit Bias- NYSUT trainer (free)</p> <p>26 Mini-Films for Exploring Race, Bias and Identity With Students - The New York Times</p> <p>Books for Teachers and Administrators: Grading for Equity by Joe Feldman</p> <p>Transforming School Climate and Learning by Bill Preble (used for Climate Survey work)</p> <p>Belonging Through a Culture of Dignity by Floyd Cobb and John Crownapple</p> <p>Books for All Stakeholders: The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together by Heather McGee</p> <p>Restorative Practices</p> <p>RULER Program</p>

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<p>Practice empathy during all interactions. Think about others’ feelings, taking into account their experiences and imagining what it feels like to be in another person’s shoes. Always striving to accept others rather than imposing negative judgment, in order to create a safe and supportive learning environment that allows for other students to think deeply, share honestly, and take academic risks.</p>	<ol style="list-style-type: none"> 1. Identify a curriculum that is successful in character development. 2. Professional Learning in the curriculum that is chosen. 3. Create student to student mentor programs 4. Inter-racial council 5. Create an environment that is reflective of an empathetic culture: murals, posters, art work throughout the school that depicts diversity, equity, and inclusivity and empathetic values. 	<p>Students Teachers Administrators DEI Committee</p>	<p>Existing resources within the district and funding for new materials</p> <p>Multicultural Solidarity Long Island -Diversity Friendship & Listening Circles</p> <p>Change Sings by Amanda Gorman https://www.amazon.com/Change-Sings-Childrens-Amanda-Gorman/dp/0593203224/ref=sr_1_1?crid=283739WIHHRK3&keywords=change+sings&qid=1654092204&sprefix=change+sings%2Caps%2C58&sr=8-1</p> <p>https://sites.prh.com/teachchangesings</p>

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Advocate to ensure that school culture and environment is safe and responsive to children’s needs	<ol style="list-style-type: none"> 1. Equity Walk across district 2. Equity Review of website 3. Assess school climate using a variety of measures (i.e. surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences, using questions that consider issues of diversity, equity and inclusion. 	Building Leaders District Leaders Community Members Families DEI Committee	ESBOCES DEI Department Student Council Girls Inc. Girl Up Big Brothers Big Sisters Climate Survey with Bill Preble -

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Work with families early and often to gather insight into students' cultures, goals, and learning preferences.	<ol style="list-style-type: none"> 1. Surveys 2. K-Screening 3. Home Visits 4. Parent University 5. Begin to plan for Honesty, Care and Love Meeting Place 	All Staff Administrators Parents PTA Community organizations Community Liaison DEI Committee	Community Based organizations Parent University Riverhead Community Awareness Program, Inc. (CAP) Family Service League The Salvation Army Riverhead Corps Community Center Targeted Parent Focus Groups: Parent Focus Group Survey (ELL/MLL)

Principle 2: High Expectations and Rigor

We strive to foster an environment that is academically rigorous and intellectually challenging, while also considering the different ways that students learn.

GOALS for Principle 2:

- Challenge oneself to do more than what feels academically comfortable. Set high goals and continuously revise them to push yourself out of your academic comfort zone.
- Collaborate with teachers to develop tools for persevering in difficult social and academic situations, i.e. growth mindset tools that help students view challenges and failures as opportunities to grow, and view their brain as a muscle that continues to get stronger over time when they take on new challenges and try new things.
- Be aware of, and collaboratively advocate for, children having access to a wide range of educational coursework and programming.
- Promote alternative achievement metrics that also support academics (e.g., demonstrating growth, leadership, character development, Social Emotional Learning competencies, or school values).
- Co-create explicit classroom expectations that meet the needs of all students.
- Reflect on your own implicit bias, how that bias might impact your expectations for student achievement or the decisions you make in the school, and the steps you can take to address your biases and their impact on students.

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Principle 2: High Expectations and Rigor Goals for Year One			
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Collaborate with teachers to develop tools for persevering in difficult social and academic situations, i.e. growth mindset tools that help students view challenges and failures as opportunities to grow, and view their brain as a muscle that continues to get stronger over time when they take on new challenges and try new things.	<ol style="list-style-type: none"> 1. Professional learning on the CASEL framework 2. Professional learning on the use of a mood meter 	Students Teachers Building Leaders District Leaders DEI Committee	Elementary Schools may use ClassDojo for growth mindset activities CASEL FRAMEWORK Mood Meter Example: Mood Meter article

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Be aware of, and collaboratively advocate for, children having access to a wide range of educational coursework and programming.	<ol style="list-style-type: none"> 1. Form a committee to analyze demographics of students and AP/Honor classes to identify goals to increase demographic representation of all students. 2. Analyze demographics of student graduation rates and Regents Diploma vs. Advanced Regents Diploma 3. Determine goals for increased diversity of Advanced Regents Diploma recipients. 	Community and Families Administrators Teachers Students DEI Committee	Demographic data of student population Demographic data from AP/Honor classes Erase Racism Report on Unequal Resources for Long Island Students Based on Race: Unequal Resources for Long Island Students Based on Race ERASE Racism 2022 Report.pdf

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<p>Reflect on your own implicit bias, how that bias might impact your expectations for student achievement or the decisions you make in the school, and the steps you can take to address your biases and their impact on students.</p>	<p>1. Include training for staff on the Culturally Responsive-Sustaining Education (CR-SE) Framework on all required professional development days: a. Create a timeline for the review of all four components of the framework within the school year b. Make the material available to all staff c. Distribute classroom and building material that showcases DEI themes</p>	<p>Building/District Leaders Teachers Support Personnel District Administration DEI Committee</p>	<p>Coordinator Handbook & Resource Guide CRE Trainer CRSE Framework ESBOCES Support Implicit Bias Training by: Jim Banks and/or Erase Racism</p>

Principle 3: Inclusive Curriculum and Assessment

We strive to elevate historically marginalized voices. This includes opportunities to learn about power and privilege while empowering learners to be agents of positive social change.

GOALS for Principle 3:

- Advocate for the opportunity for all students to actively give input and share their opinions on the curriculum (book selection, course offerings, elective offerings).
- Identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds. Advocate for fair representation of these absent perspectives.
- Collaborate with teachers to connect events deemed relevant by the community to the classrooms.
- Connecting the real world to school by bringing in authentic voices from different areas such as for a specific heritage month have a speaker come to the school to bring awareness of the culture.
- Provide regular opportunities for social emotional learning strategies within lessons and as discrete learning activities.
- Utilize student data points and assessment measures that reflect learning spaces, modalities, and demonstration of proficiency that go beyond metrics traditionally associated with standardized testing.
- Invest in curricular resources that reflect diverse cultures and voices of marginalized people.
- Create courses district-wide about the diversity of cultures representative of the state of New York (e.g., Native Americans, African Americans, Latinx Studies, Asian American Studies, Gender Studies) in a way that is comprehensive (e.g., across grade levels and not relegated to one specific month) and empowering (e.g., African American history does not begin with slavery, but with African History)

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Principle 3: Inclusive Curriculum and Assessment Goals for Year One			
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<p>Research curriculum resources that address multiple perspectives, cultures, and backgrounds. Advocate for fair representation of these absent perspectives.</p>	<ol style="list-style-type: none"> 1. Curriculum Audit 2. Identify the resources 3. Invest in curricular resources that reflect diverse cultures and voices of marginalized people. 4. Curriculum writing to provide access to these resources (i.e Shared Drives) 	<p>Students Instructional Staff Building Leaders DEI Committee</p>	<p>For example: https://www.learningforjustice.org/ (formerly Teaching Tolerance)</p> <p>The Black Research Collective (BERC) at Teachers College K-12 Black studies curriculum: https://www.tc.columbia.edu/black-education-research-collective/</p> <p>BOCES: The Immigrant Experience (secondary level)</p> <p>The 1619 Project https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html</p> <p>The Windows and Mirrors of Your Child's Bookshelf</p>

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Connecting the real world to school by bringing in authentic voices from different areas such as for a specific heritage month have a speaker come to the school to bring awareness of the culture.	<ol style="list-style-type: none"> 1. Identify speakers 2. Coordinate & plan the events 3. Create Virtual Events for cultural heritage month shares 	Community members Families Building Leaders Librarians Community organizations DEI Committee	NAACP Butterfly Effect Project

Principle 4: Ongoing professional learning around DEI to understand social inequities.

We strive to support all stakeholders in developing a critically conscious lens toward instruction, curriculum, assessment, history, culture and institutions.

GOALS for Principle 4:

- Set goals toward future aspirations and collaborate with teachers and families to make plans about achieving them. Work daily toward accomplishing these goals.
- Leverage the knowledge of other parents to create strong parental in-school community
- Work with parent organizations to ensure that parents are represented in the school across various identities including race, family orientation, social class, profession, religious backgrounds.
- Use professional learning activities as opportunities to better acquaint oneself with the diverse communities in which their students live.
- Engage in inquiry groups and professional learning communities with peers and mentors.
- Provide opportunities for teachers and leaders to receive training on topics related to diversity, equity, and inclusion, such as: critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions, etc.
- Train and build the capacity of instructional leaders to support teachers in delivering instruction that is rigorous, student-centered, and promotes students as agents of positive social change.

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Principle 4: Ongoing professional learning around DEI to understand social inequities			
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Work with parent organizations to ensure that parents are represented in the school across various identities including race, family orientation, social class, profession, religious backgrounds.	<ol style="list-style-type: none"> 1. Introduction of Equity Plan and Framework to PTO/SEPTA 2. Identify PTO/SEPTA liaisons for Equity Teams 3. Ongoing updates to PTO/SEPTA 	Parents Students Community organizations PTO SEPTA DEI Committee	National PTA Community organizations

Year 1 Goal	Steps to Implement	Stakeholder Groups Involved	Resources
Use professional learning activities as opportunities to better acquaint oneself with the diverse communities in which their students live.	<ol style="list-style-type: none"> 1. Send email to PD committee 2. Discuss professional learning topics with PD planning team and leaders for 2022-2023 school year 3. Professional Learning around cross curricular activities 4. Bridging activities -to build relationship with the local community and school community (History) 5. PLCs to review data 6. Create a monthly theme for both staff and students to learn about topics that matter to them. 	Principals Teachers Support Personnel District Administration Students PD planning committee DEI Committee	Girls Inc ESBOCES Resources https://www.p12.nysed.gov/sss/sel PD Planning committee Town Historian