

SUSTAINABILITY
SUMMIT



Advancing Equity in Our Schools and Communities

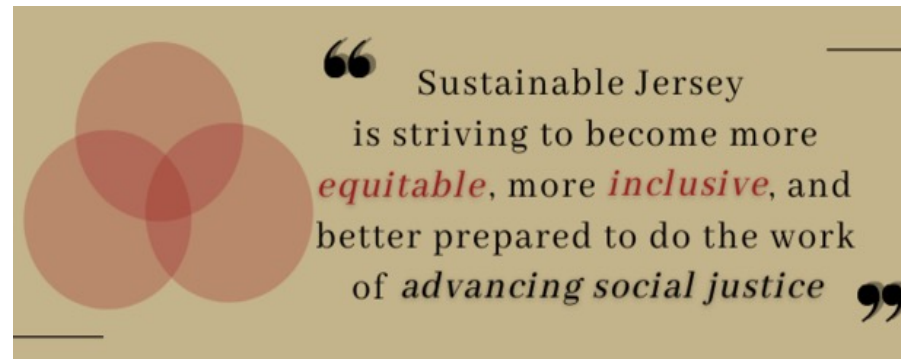
May 5, 2023

Panel Speakers

- Melanie McDermott, *Senior Researcher, Sustainable Jersey*
- **Clare Ng, *Science teacher, Monmouth County Vocational School District, District DEI Coordinator***
- **Rosetta Treece, *Superintendent, Hopewell Valley Regional School District***
- **Fidelia Sturdivant, *Coordinator of Diversity, Equity and Inclusion, New Jersey Principals and Supervisors Association***

Sustainable Jersey Equity Commitments

- Increase diversity and representation among Board, staff and volunteers
- Provide training and support to municipalities to advance equity, e.g.,
 - Outreach/support to low-income municipalities and schools for certification and grants
 - Technical Assistance to low-income municipalities to develop Community Energy Plans
- Develop actions to advance social equity and inclusion

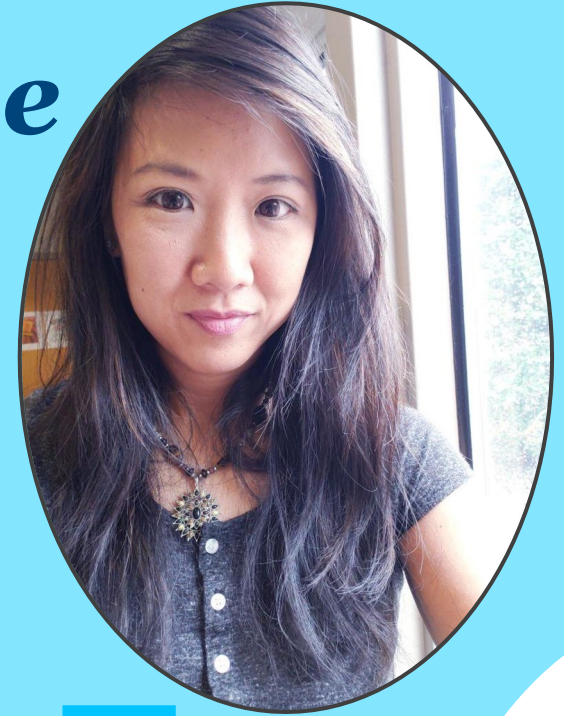


Sustainable Jersey Equity Actions

- Municipal actions include:
 - Community Equity & Diversity Profile
 - Making Farmers Markets Accessible
 - Community Design for All Ages
 - Municipally Supported Community Solar
- Schools actions include:
 - Accessible Communications
 - Breakfast After the Bell
 - Diversity on District Task Forces & Committees
 - Inclusive Environments Where All Can Thrive
 - *Equity Audit/ Learning About and Assessing Equity (forthcoming)*

Advancing Equity – Classroom Teacher Perspective

*“How do we advance equity,
diversity, and inclusion in
schools?”*



**@BioTeach
Ng**

Clare Ng

*Science teacher, Monmouth County Vocational School District
District DEI Coordinator*

cng@ctemc.org



Diversity is having a seat at the table, **inclusion** is having a voice, and **belonging** is having that voice be heard.

An abstract background of various colors (blue, green, yellow, red, pink) with a white rectangular text box in the center. The text is in a bold, sans-serif font.

Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome.

- Arthur Chan

“How do we advance equity, diversity, and inclusion in schools?”



1. 2-day Freshman Orientation program for incoming students
2. Character Strong implementation (year-long, across all 4 grades)
3. Established Diverse Voices Book Club
 - a. Next step - build a library
4. Established Diverse Cultures Food Club
 - a. Next step - invite community partners
5. Established District DEI Coordinator
 - a. Develop classroom teacher PDs for district staff
 - b. Meet with students and create ally club

“How do we advance equity, diversity, and inclusion in schools?”



1. **2-day Freshman Orientation program for incoming students**
2. **Character Strong implementation (year-long, across all 4 grades)**
3. **Established Diverse Voices Book Club**
 - a. Next step - build a library
4. **Established Diverse Cultures Food Club**
 - a. Next step - invite community partners
5. **Established District DEI Coordinator**
 - a. Develop classroom teacher PDs for district staff
 - b. Meet with students and create ally club

Across all grade levels,
1 in 3
students rate their
school culture positively.



44%

of **6th grade** students rate
their school culture positively



32%

of **9th grade** students rate their
school culture positively



28%

of **11th grade** students rate
their school culture positively



- School climate and culture help drive positive academic outcomes and bridge achievement gaps.
- Schools with positive school culture have higher attendance rates and higher academic scores.

(YouthTruth, 2016)

GLSEN

86%
of LGBTQ+
students
were harassed
or assaulted
at school

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nsccs](https://www.glsen.org/nsccs)

GLSEN

84%
of trans students
felt unsafe
at school
because of
their gender

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nsccs](https://www.glsen.org/nsccs)

Freshman Orientation

- Sustainable Jersey grant funding
- First 2 days of school for incoming students to discuss school climate and culture
- Students do not attend regularly-scheduled curricular classes
- Opportunity to meet principal, guidance counselors, teachers, and peer leaders

Overview



- 01 MY IDENTITY**
Who are we as individuals?
- 02 DIVERSITY**
How do we acknowledge each other?
- 03 EQUITY & INCLUSION**
How do we help one another as a member of the MAST community?

Different and the Same



- “No one is exactly like me.”
- “I have many things in common with the members of my family and community.”
- “Every person in the world needs some of the same things I need.”

How Do We Welcome and Include?

How do we help one another as a member of the MAST community?

- What helps me feel welcomed and seen?
- Take 3 minutes to brainstorm this in small groups, then we will share as a group.

Freshmen Orientation - Class of 2026

| B-Schedule: Wednesday Sept. 7th | | | | |
|---------------------------------|---|--|---|--|
| | G1 | G2 | G3 | G4 |
| Day 1 P1 | Academic Integrity & Welcome Aboard Mr. Moore & Mrs. Kay 77 | | Student Behaviors & Expectations Students: Patel, Campolattaro + Chief & Seniorita 77 | |
| Day 1 P3 | Student Behaviors & Expectations Students: Patel, Campolattaro + Trinidad & Stromberg 77 | | Academic Integrity & Welcome Aboard Mr. Moore & Mrs. Kay 77 | |
| Day 1 P5 | School Campus Tour Chief Gather 77 | School Campus Tour Ng Gather 77 | Login & Learning Information Gmail/PS/Naviance Oppito & Angela + Moorzitz for switching Chromebooks in BIO & CAD Lab | |
| Day 1 P7 | Login & Learning Information Gmail/PS/Naviance Oppito & Angela + Jeys for switching Chromebooks in BIO & CAD Lab | | School Campus Tour Seniorita Gather 77 | School Campus Tour Ng Gather 77 |

Character Strong

- Establish school PLC to implement Character Strong
- Program adopted across district
- Comprehensive 4-year program for students

Create a School Focused on Engagement, Well-Being, and Belonging.

CharacterStrong provides research-based Pre-K through 12th grade social & emotional learning curricula and professional learning services that positively impact lives.

[Attend a Demo](#) [Request a Quote](#) [Book a Call](#)

Research-Based Social Emotional Learning and Character Education

Our curricula and professional learning are grounded in research and focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.

Character Development
Character education involves developing thoughtful, healthy, and kind human beings. Our character is informed by our personal values and choices.

SEL Competencies
Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The tools **educators deserve**, to give students **what they need**.

“How do we advance equity, diversity, and inclusion in schools?”



1. 2-day Freshman Orientation program for incoming students
2. Character Strong implementation (year-long, across all 4 grades)
3. **Established Diverse Voices Book Club**
 - a. **Next step - build a library**
4. Established Diverse Cultures Food Club
 - a. Next step - invite community partners
5. Established District DEI Coordinator
 - a. Develop classroom teacher PDs for district staff
 - b. Meet with students and create ally club

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



| | | | | | | | | | | | |
|---------------------------------------|-----------|---------------|-----------|--|-----------|---------------------------------|------------|----------------------|------------|--------------|------------|
| 23 BOOKS | 1% | 170 BOOKS | 5% | 218 BOOKS | 7% | 301 BOOKS | 10% | 864 BOOKS | 27% | 1,558 BOOKS | 50% |
| American Indians/First Nations | | Latinx | | Asian Pacific Islander/Asian Pacific American | | African/African American | | Animals/Other | | White | |

Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>



What does “Windows, Mirrors and Sliding Glass Doors” mean?

(Dr. Rudine Bishop, 1990)

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Diverse Voices Book Club



DIVERSE VOICES BOOK CLUB MEETING
Lunch A on Thursday, November 17, 2022
Bio Room (301)
Bring read books to swap!

Questions?
See Ms. Ng or Mrs. Rockwell-Wardlow

- Sustainable Jersey grant to purchase diverse books
- Meet once a month during lunch
- Books featuring multicultural experiences, ex: BIPOC and LGBTQ+ characters and authors, socio-economic struggles, characters with disabilities and mental health issues, immigrant experiences, issues of race and identity, and poverty or food insecurity topics

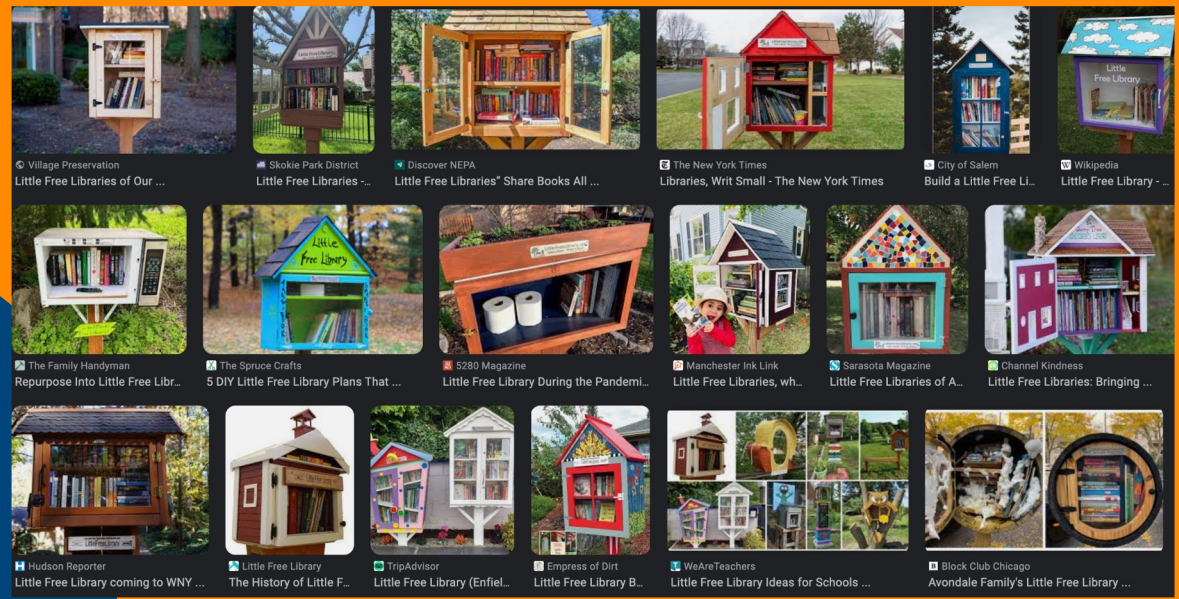


Diverse Voices Book Club



Next steps - Free Library

- Sustainable Jersey grant to build free library on school campus
- Access for youth to books in school (why?)



“How do we advance equity, diversity, and inclusion in schools?”



1. 2-day Freshman Orientation program for incoming students
2. Character Strong implementation (year-long, across all 4 grades)
3. Established Diverse Voices Book Club
 - a. Next step - build a library
4. **Established Diverse Cultures Food Club**
 - a. **Next step - invite community partners**
5. Established District DEI Coordinator
 - a. Develop classroom teacher PDs for district staff
 - b. Meet with students and create ally club

Diverse Cultures Food Club



FREE MAST EVENT!

ASIAN LUNAR NEW YEAR

Monday January 30 - Lunch A & B
Room 303 (Ms Green's Room)
RSVP to Ms. Ng or Mrs. Rockwell-Wardlow by Thu 1/26

Come celebrate the Lunar New Year!
Learn about traditional celebrations and practices, and sample some Asian food!
Sponsored by the Diverse Voices Book Club



MASt
Oktoberfest 2022

FRIDAY 21 OCTOBER 2022
LUNCH A & B
303/304 COURTYARD
(BEHIND NAVAL SCIENCE)

STOP BY FOR A TASTE OF GERMAN FOOD AND DRINK
GREAT GERMAN MUSIC

FREE EVENT!

You must "reserve a plate" by Wed 10/19
Pick up free meal ticket from Ms. Ng or Mrs. Rockwell-Wardlow

Sponsored by Diverse Voices Book Club



FREE MAST EVENT!
STOP BY for a taste of NATIVE-AMERICAN FOOD and MOVIE

Honoring INDIGENOUS CULTURE & DISHES

Tuesday November 22, 2022
Lunch A & Lunch B
Building 303 (Ms Green's Room)

YOU MUST "RESERVE A PLATE"
SIGN UP WITH MS. NG OR MRS. ROCKWELL-WARDLOW

Hosted by Diverse Voices Book Club



LEBANESE CULTURAL FESTIVAL

Monday March 20
Lunch A
Room 303
(Ms Green's Room)

HOSTED BY THE
DIVERSE VOICES BOOK CLUB

FREE MAST EVENT

- Free Lunch; "Read and Feed"
- Volunteer potluck dishes
- Events hosted this school year:
 - October: German Oktoberfest
 - November: Indigenous People Harvest
 - January: Lunar New Year
 - March: Lebanese Fest
 - May: All cultures celebration

Diverse Cultures Food Club



How and why
does sharing food
bridge
communities?



Next Step - Local Restaurants



- Plan to apply for 2024 Sustainable Jersey grant!
- Support local restaurants through catered monthly lunch events and owners as guest speaker
- Connection between schools, students, families, and community



“How do we advance equity, diversity, and inclusion in schools?”



1. 2-day Freshman Orientation program for incoming students
2. Character Strong implementation (year-long, across all 4 grades)
3. Established Diverse Voices Book Club
 - a. Next step - build a library
4. Established Diverse Cultures Food Club
 - a. Next step - invite community partners
5. **Established District DEI Coordinator**
 - a. **Develop classroom teacher PDs for district staff**
 - b. **Meet with students and create ally club**

District DEI Coordinators

Supporting Teachers with Diversity & Equity

Welcome!

We are pleased to present information and strategies designed to assist you in supporting your teachers and instructors in meeting MCVSD's Vision for Diversity & Equity this year.

presented by
Victoria Law-Wright, Clare Ng, and Christine Rockwell-Wardlow

MCVSD Anti-Bias Training 2021

ESSENTIAL QUESTIONS

- How can bias show up in our lives, schools, and classrooms?
- How can we create a culture in our schools that fosters respectful dialogue and acceptance of all identities?
- How does an individual's racial & cultural literacy affect the school environment, and both, the student's and teacher's performance?

presented by
Victoria Law-Wright, Clare Ng, and Christine Rockwell-Wardlow



MONMOUTH COUNTY VOCATIONAL SCHOOL DISTRICT PRESENTS

SAFE ZONE

TRAINING @ T. THOMAS FORTUNE CULTURAL CENTER
WED, FEB 8TH 7:30-8:30 PM

MCVSD PARENTS & GUARDIANS:
JOIN US TO LEARN & DISCUSS IN A BRAVE SPACE

ACRONYMS ♥ PRONOUNS ♥ STRATEGIES ♥ RESOURCES ♥ Q&A ♥ UNDERSTANDING ♥

REGISTER HERE! 😊

[HTTPS://TINYURL.COM/YNXYDSHS](https://tinyurl.com/ynxydshs)





*In my classroom and school,
you matter.*

*Clare Ng, Science Teacher
Monmouth County Vocational School District
cng@ctemc.org*



Diversity, Equity, & Inclusion

Rosetta Treece, Ed.D.
Superintendent of Schools

Agenda

- Who are we here in HVRSD
- History of DEI journey in Hopewell Valley
- Models we've adopted and have implemented
- Expectations of Staff
- Sound advice about this work

Hopewell Valley Regional School District

- ❖ 98% graduation rate
- ❖ 19% minority enrollment
- ❖ 4% economically disadvantaged
- ❖ Ranked as one of U.S. News Best High Schools
- ❖ Our students do very well...

Day of Dialogue...

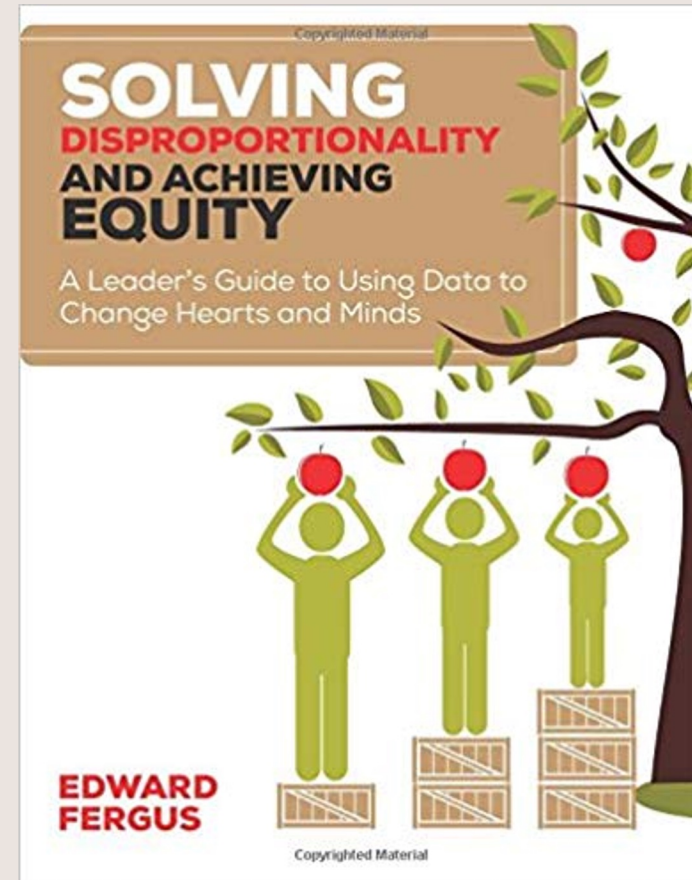
- Ferguson, Michael Brown, 2014
- Start of the Black Lives Matter movement
- Harvard Implicit Bias Test
- Data Analysis of students discipline/academic performance
- Cultural Audit of Timberlane
- Day of Dialogue



As an administrative team we took a hard look...

Dr. Eddie Fergus, author of Solving Disproportionality and Achieving Equity, states that:

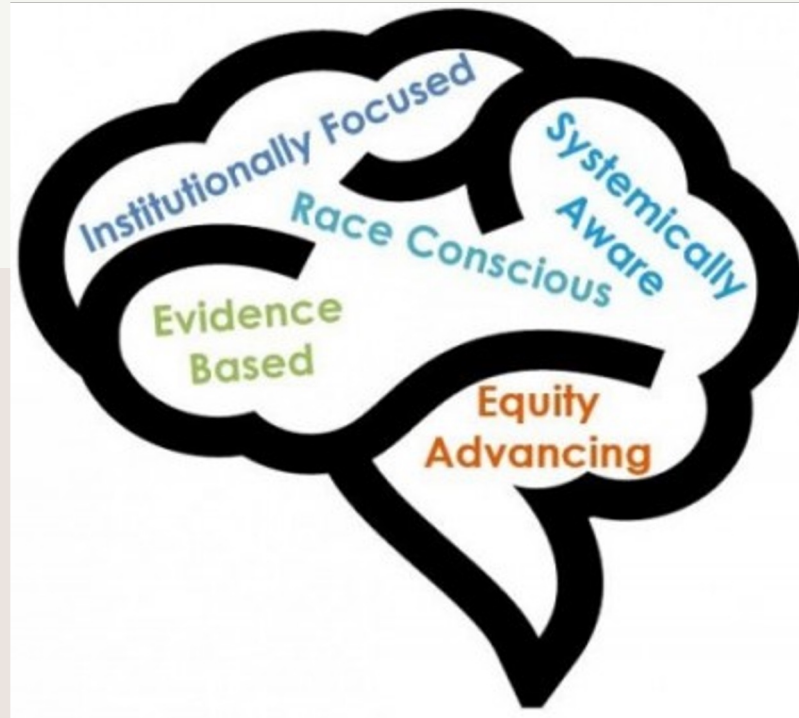
“Disproportionality is the over representation of a specific group relative to the presence of this group in the overall student population, and/or underrepresentation of a specific group in accessing intervention services, resources, programs, rigorous curriculum and instruction...(Fergus, 2017).”



What the data says...

- If you are African American, LatinX, boys, or economically disadvantaged student in our district you are more likely to be classified, in replacement Mathematics or English classes, to receive a failing grade or to score below proficiency on the NJSLA.
- You are not likely to take Honors or AP classes, be identified as Gifted & Talented, or score Advanced Proficient on the NJSLA.
- If you are a male (african american and economically disadvantaged), you are more likely to be classified and/or disciplined.

Providing A Framework





It's about Equity...

“...is about intentionally and meaningfully interrupting the various forms of inequitable practices that deny identifiable groups of students their pathways to a quality education.”

---Dr. Donald Leake, TCNJ

Equity is about flushing out inequity...

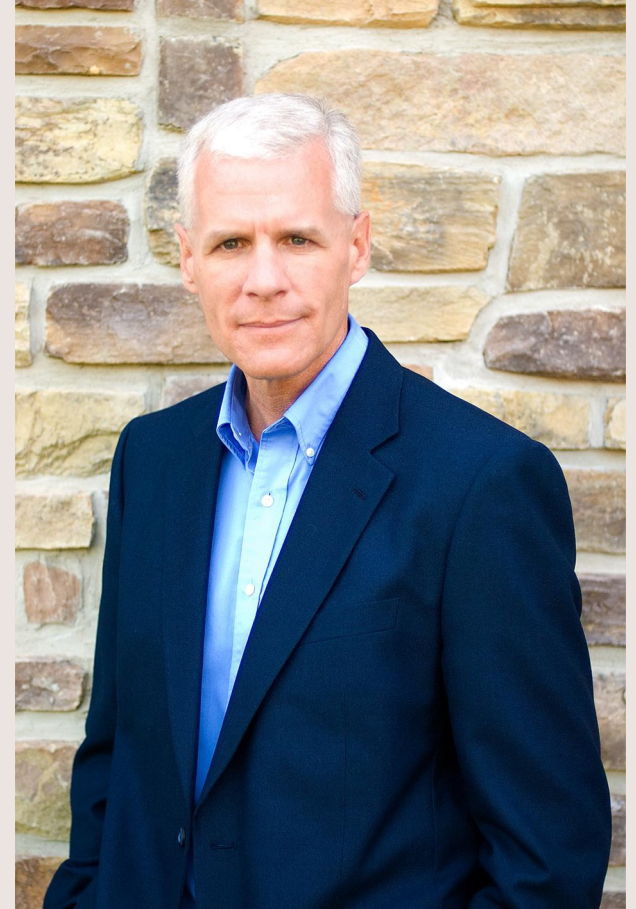
- ❖ societal
- ❖ socioeconomic
- ❖ cultural
- ❖ familial
- ❖ programmatic
- ❖ staffing
- ❖ instructional
- ❖ assessment
- ❖ linguistic

Examining implicit bias and privilege...



Teaching to Mastery & Grading

- ❖ Rick Wormeli sets the stage
 - teaching to mastery
 - stop grading non-academic behaviors
 - discipline comes from having to do it right
- ❖ Assembled representation for all subject areas for a grading committee
- ❖ Superintendent of Schools and admins take the lead



Redo's, Retakes, and the Zero...

- ✓ Setting the F at 50%; talking about the problem with the zero
- ✓ Changed how GPA is calculated and examining class ranking
- ✓ Teaching to mastery...offering second chance learning opportunities
- ✓ Eliminating Valedictorian and Salutatorian
- ✓ Increasing access to AP and Honors classes
- ✓ Summer Bridge Program

Mindfulness

The logo for Pure Edge Curriculum features the words "Pure" and "Edge" stacked vertically in a blue, cursive script font. The "E" in "Edge" is particularly large and stylized, with a long tail that loops under the word.

Pure Edge Curriculum

- Administrative training with Pure Edge
- Staff Training
- Adopting mindful minutes in every school
- Mandating movement breaks

Nurtured Heart Approach

- Asset based approach to interaction with others
- Requires a high level of self-awareness and mindfulness
- Most be applied personally and with others
- Staff and parents have been trained



Elephant in the Room: CRT

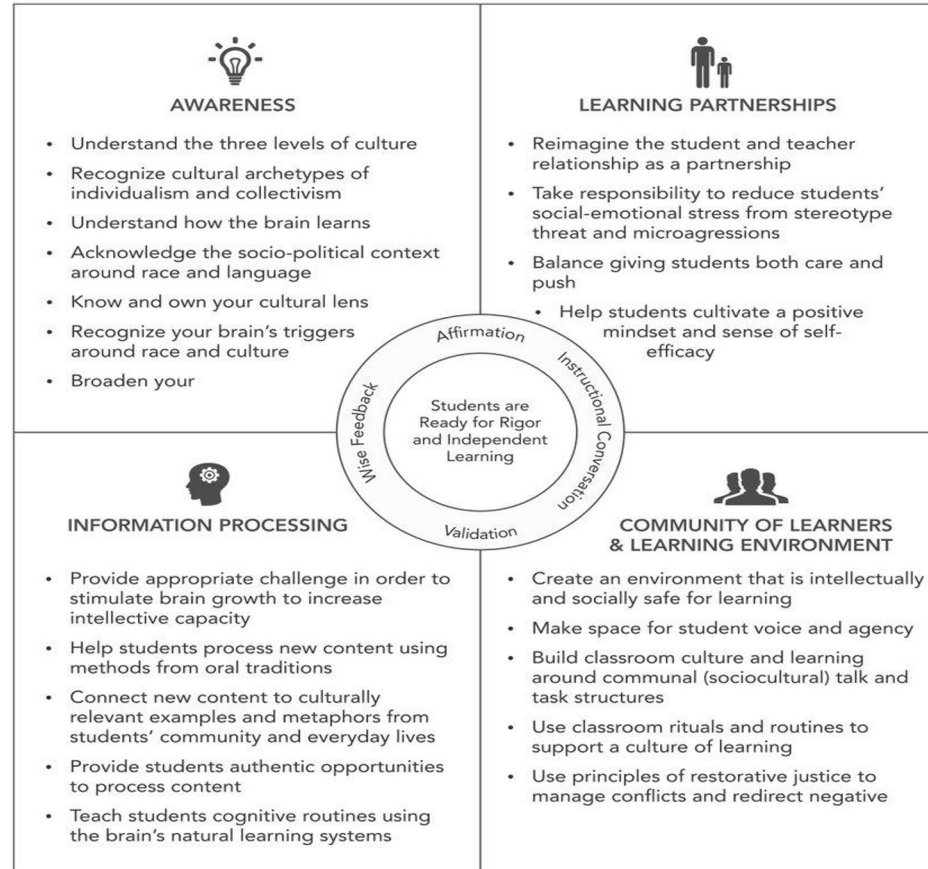
*We do engage in CRT
in Hopewell...*

*Culturally Responsive
Teaching!*



READY FOR RIGOR

A Framework for Culturally Responsive Teaching



Racial Literacy Training

Leadership Work

- ✓ Racial Literacy Series for Leadership
- ✓ Work with Dr. Eddie Fergus
- ✓ Equity Audits in both our own and in other districts

Staff Work

- ✓ Anti-Bias Trainings
- ✓ Cultural Competency Trainings
- ✓ Formation of teacher PLC
- ✓ Book Studies
- ✓ Ongoing Professional Development annually

Professional Development and Strategies

- ❖ Racial Literacy workshops (e.g. Facing History and Ourselves, Dr. Stevenson and Dr. Kelly)
- ❖ Equity Audits, focus groups
- ❖ Exercises to flush out deficit thinking and colorblindness beliefs
- ❖ Harvard Implicit Bias Test
- ❖ Guest speakers--Dr. Lauren Kelly Rutgers University, Garden State Equity, Parents from the Community, Local Historians
- ❖ Student panels
- ❖ Newsletters
- ❖ Implementing restorative practices
- ❖ Blended/Personalized Learning
- ❖ STEM education: TCNJ across subject areas

Professional Development and Strategies continued...

- PD Partnerships with fellow districts to manage costs
- Community based meetings-- “Not in our town” format
- Parent and student focus groups--by affinity groups
- Collaborative groups to plan for student and adult activities
- Trainings for Social Emotional Learning Days for Students

We're interrupting instructional barriers.

- ❖ Standards based grading
- ❖ Workshop models in ELA and MATH, eliminating levels
- ❖ We are examining our curricula for Cultural Responsiveness
- ❖ We are developing SEL school wide programs
- ❖ We are increasing opportunities for students to engage in rigorous project/inquiry based learning and instruction aligned to the Next Generation Science Standards

District Diversity Equity & Inclusion Committees

- School based DEI committees (parents, staff, students, administration)
- Meetings to discuss district progress
- Develop District Equity Strategic Plan
- Strategic Planning, August 18, 2021
- Develop district goals and objectives for Equity
- Ad Hoc Committee when large district issues arise

What are our expectations:

- All staff and leadership are committed to our Equity and Inclusion Mission
- That you continue to grow and learn
- That you share best practices with your colleagues and across districts
- That you implement curricula and/or programs that promote equity and help to craft them
- That you keep an open mind and heart
- That you take action

What can our staff expect from the leadership team?

- The leadership team has their back
- The HVRSD Board of Education is fully committed to and in support of this work
- We will continue to address any community or parent issues that arise
- Lean on leadership team and colleagues when in need of support
- We may not have all the answers and we will find the answers together

How should teachers start the year...

- Take it slow...lay off of the homework and heavy content in the first few weeks
- Get to know your students personally and let them get to know you
- Get to know your students as learners; what works for them
- Set up norms, expectations, procedures and protocols
- Reach out to parents/guardians; don't wait until Back To School Night
- Visit your counselors or Child Study Teams to learn more about your students
- Begin to create that safe environment for everyone to take intellectual risks

Back to School Toolkit

Resource for Back to School

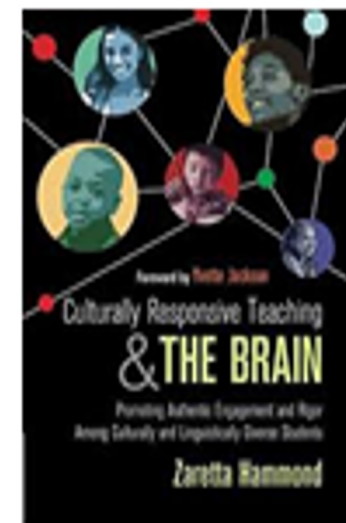
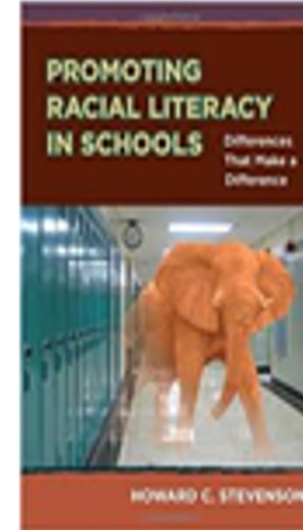
<https://www.facinghistory.org/resource-library/back-school-2021-building-community-connection-and-learning>

Back to school resources

<https://www.teachervision.com/back-to-school-headquarters>

Resources...

Resources for your journey



**Advancing Equity Statewide,
New Jersey Principals and Supervisors Association Perspective**

**Presenter: Fidelia Sturdivant
Coordinator of Diversity, Equity and Inclusion**

May 5, 2023

NJPSA/FEA Mission and Vision

Mission Statement

Its mission is to promote sustained professional growth, support research-based practices, and enhance learning for teachers and leaders for the purpose of equity and continuous school improvement.

The vision must set high standards for the academic, social, emotional, and physical development of all students while acknowledging the unique talents and ...

A few questions to get started:

1. How do you define equity ?
2. How do you define school equity?
3. What is the difference between equality and equity?
4. Why does diversity, equity and inclusion matters in our New Jersey public schools?
5. What role can you play in the advancement of equity in our schools?

Currently, in the state of New Jersey

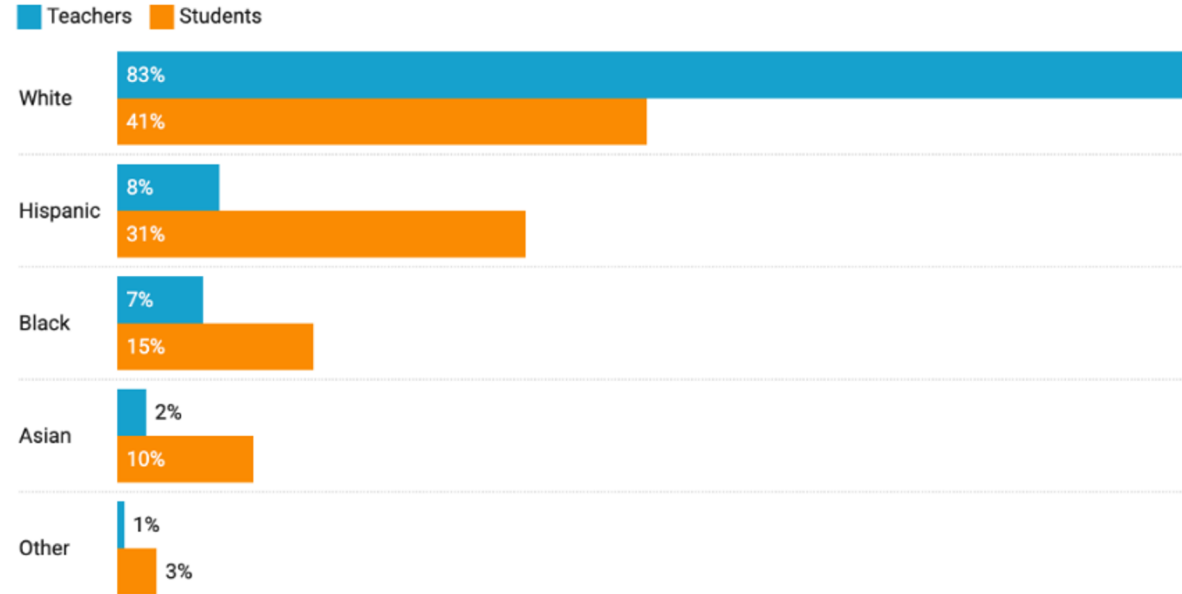
163,000+
students see
ZERO
non-white
teachers in
school

121,500+
students see
ZERO
teachers of their
same race in
school

1 in 5
schools employed
ZERO
non-white
teachers in
2016-17

New Jersey's public school demographics, compared

Across New Jersey, public and charter school teachers are less diverse than their students. Hispanic, Black, and Asian teachers are all underrepresented in the classroom.




Numbers are rounded.

Chart: Riley Yates, NJ Advance Media • Source: [Department of Education, 2020-21 School Performance Reports](#) • [Get the data](#) • Created with [Datawrapper](#)

The problem can be self-perpetuating. As fewer students have teachers of color as role models, the shortage can worsen. In many districts, diverse teachers are so rare that students may not see themselves becoming teachers, said Dana Bryson, who helps prepare Camden's Black and Hispanic classroom aides for teaching exams.

New Jersey Student Learning Standards



NJSLS Home 

Content Areas 

[Home](#) / [New Jersey Student Learning Standards](#) / Diversity, Equity & Inclusion Educational Resources

Diversity, Equity & Inclusion Educational Resources

The New Jersey Department of Education is deeply committed to ensuring that schools are safe, welcoming and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical abilities and religious beliefs. The New Jersey Student Learning Standards (NJSLS) are designed to support the development of curricula that highlight the contributions and experiences of individuals with diverse abilities, cultures, identities and perspectives.

This website provides a wide range of resources that can be used to develop curricula, facilitate professional learning and engage community stakeholders in conversations on incorporating diversity and inclusion throughout the kindergarten through twelfth grade learning environment. The featured lessons, activities and resources were selected to support educators in implementing the new legislative requirements of the 2019 History and Contributions of Individuals with Disabilities and LGBT ([N.J.S.A. 18A:35-4.35-6](#)), Diversity and Inclusion statutes ([N.J.S.A. 18A:35-4.36a](#)). For more clarity on the requirements and differences between these two laws, please visit the [Frequently Asked Questions](#).

All students deserve equitable access ([N.J.A.C. 6A:7](#)) to a high-quality education that is inclusive and reflective of the rich diversity of our state. This can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals.

P.L. 2021, c.32 - What the Statute Says

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion **in an appropriate place** in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

b. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) **examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole**; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

2. This act shall take effect immediately. Approved March 1, 2021

Why is diversity, equity and inclusion so important in New Jersey's schools?

A diverse teaching staff can help reduce suspensions, lower absenteeism, and raise achievement, she said in a recent interview, citing 2021 University of Maryland research the department reviewed. Other education research shows that more students of color experience higher graduation rates, test scores, attendance rates, and enrollment in gifted programs and higher education when they have same-race or same-ethnicity teachers. They also experience lower suspension rates.

New Jersey State Department of Education Lens

The state Department of Education has acknowledged the immediacy of the issue. Acting Education Commissioner Angelica Allen-McMillan told the state Board of Education last fall that it is the department's goal that, by 2025, 56% of newly hired educators will be teachers of color "so students have access to a high quality, ethnically and racially diverse workforce that more closely reflects the race and ethnicity of the New Jersey public school population."

HOW CAN FEA SUPPORT YOUR DISTRICT'S DIVERSITY & EQUITY GOALS?



Professional Standards for Educational Leaders (PSEL)

The 2015 Professional Standards for Educational Leaders represent the best thinking and latest research related to the impact of leadership on student achievement. The role of the school leader has shifted from a focus on management to a focus on student learning through strong and effective instructional leadership. Many of the sessions listed in this calendar include the relevant PSEL Standards.

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

NJPSA/FEA Cancellation/Refund Policy

If you are unable to attend a program for which you have registered, please contact FEA via email seven days prior to the program to request a refund. Also, if you used a STAR Advantage or FEA Subscription Coupon Code, you must cancel your registration seven days prior to the event in order to have your STAR Advantage or Subscription Session credited back to your account. Payment in full is required if a written cancellation request is not received within the required time period. Please submit your cancellation request to feasupport@njpsa.org. NOTE: This does not apply to NJ EXCEL candidates.

All checks payable to FEA. PO to be issued to FEA at 12 Centre Drive, Monroe Township, NJ 08831.



Follow us on Twitter @NJPSA

Foundation for Educational Administration

12 Centre Drive, Monroe Township, NJ 08831-1564
Phone: (609) 860-1200 Fax: (609) 860-6677
feamail@njpsa.org www.njpsa.org/feacalendar



Cultural Diversity Audit

NJPSA/FEA is proud to partner with Dr. Robin Daniels of InFlight to offer your district a comprehensive Cultural Diversity Audit, a powerful assessment tool that enables a district or school to uncover stakeholders' perceptions, and identify assets and challenges in aligning policies, instructional practices, and programs with a goal of strengthening diversity and inclusion.

To learn how to take the next step, contact Donna McInerney, CEO of FEA, at dmcinerney@njpsa.org or (609) 860-1200.

Equity is not optional for a quality education.
It is a necessity.

NJPSA/FEA PROFESSIONAL LEARNING

<https://online.flipbuilder.com/iqbp/spcj/>

THANK YOU FOR YOUR
ASSISTANCE & COOPERATION

Upcoming Events and Opportunities

FREE ENERGY TECHNICAL ASSISTANCE FOR SCHOOLS AND MUNICIPALITIES IN ELIZABETHTOWN GAS, NEW JERSEY NATURAL GAS, AND SOUTH JERSEY GAS SERVICE TERRITORIES

Free technical assistance to identify and apply for utility incentives and New Jersey's Clean Energy Program (NJCEP) incentives for energy efficiency audits and facility upgrades. This technical assistance is funded by Elizabethtown Gas, New Jersey Natural Gas, and South Jersey Gas.

For more information please visit: bit.ly/EnergyTAforMunisandSchools

2023 MUNICIPAL CERTIFICATION CYCLE

The next deadline to apply for certification is **May 12, 2023**. The final application deadline is **July 27, 2023**. View the full cycle timeline on the 2023 Certification Cycle page.

For more information please visit: bit.ly/MuniCertCycle

2023 SUSTAINABLE COMMUNITIES GRANT PROGRAM

Atlantic City Electric and Sustainable Jersey are pleased to offer **\$50,000** to support municipal environmental stewardship and resiliency projects in Atlantic City Electric's service territory. Municipalities are encouraged to work with local organizations on applications, which are due **June 29, 2023**. An informational webinar will be held on **May 15, 2023 from 1:00pm - 2:00pm**.

For more information please visit:

<http://www.bit.ly/SustainableCommunitiesGrantProgram>

TRI-COUNTY SUSTAINABILITY GENERAL MEETINGS

This Sustainable Jersey Regional Hub will host virtual meetings on a variety of sustainability topics throughout the year. The next meeting is **May 31, 2023 from 7:00pm - 8:00pm**.

For more information please visit: <http://www.bit.ly/Tri-CountySustainability>

2023 SCHOOL CERTIFICATION CYCLE

The final deadline to apply for certification and Digital Schools Star Recognition is **June 15, 2023**. View the full cycle timeline on the 2023 Certification Cycle page.

For more information please visit: <http://www.bit.ly/SchoolsCertCycle>

TREES FOR SCHOOLS PROGRAM, TREE-PLANTING GRANTS FOR NJ PUBLIC SCHOOLS, COLLEGES AND UNIVERSITIES

The Trees for Schools program will provide **\$2.5 million** in grants to New Jersey public school districts, county colleges and state colleges and universities to fund the planting of trees on campuses across New Jersey. Competitive grants of **\$10,000 to \$500,000** will fund costs associated with planning, site preparation, trees, planting, watering, monitoring and related expenses over a three-year period. Applications are due on **July 13, 2023**, for spring 2024 plantings. An informational webinar will be held on **May 18, 2023 from 3:00pm - 4:30pm**. The Trees for Schools program is a collaboration of the New Jersey Department of Environmental Protection, The College of New Jersey and Sustainable Jersey.

For more information please visit: bit.ly/TreesforSchools

Sustainable Jersey Underwriters and Sponsors

PROGRAM UNDERWRITERS



GRANTS PROGRAM



CORPORATE SPONSORS



*Digital Schools Sponsor

SUSTAINABILITY SUMMIT



Thank You

Session slides will be available on sustainablejersey.com by 5/12.

SUSTAINABILITY SUMMIT

