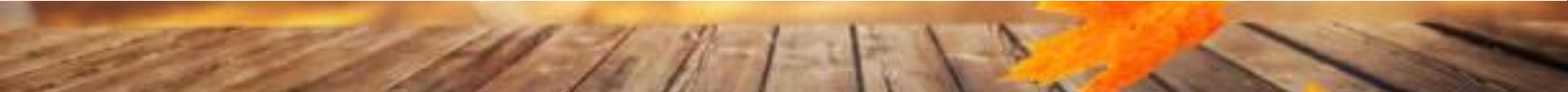




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**LESTER C. NOECKER SCHOOL**  
**ROSELAND SCHOOL DISTRICT**

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## **Board Goals for 2021-22**

**Financial-** The Roseland Board of Education will develop and implement the annual budget to continue supporting educational and operational initiatives while providing fiscal accountability to the community and remaining cognizant of anticipated long-term financial needs.

**Board Training** - The Roseland Board of Education will develop a support plan for new board members which encompasses skills in teamwork, consensus building, collaborative problem solving, and ethical decision making.

**Board-Borough Partnership** - The Roseland Board of Education will maintain ongoing and meaningful dialogue with the Borough government to best support the children of Roseland.



## **District Goals for 2021-22**

**Student Achievement** - To support and enhance student achievement for students through the use of data, curricular pacing, differentiation, varied instructional strategies and teachers' continued development of professional practice.

**Care of Community** - To ensure a nurturing, emotionally and physically safe and healthy educational environment through social-emotional initiatives, continued communication, vigilance, and stakeholder engagement.

**Inclusivity** - To build understanding of others' experiences and perspectives by increasing conversation and instruction around diversity, respect, tolerance, and inclusivity.

# Integrated Inclusivity



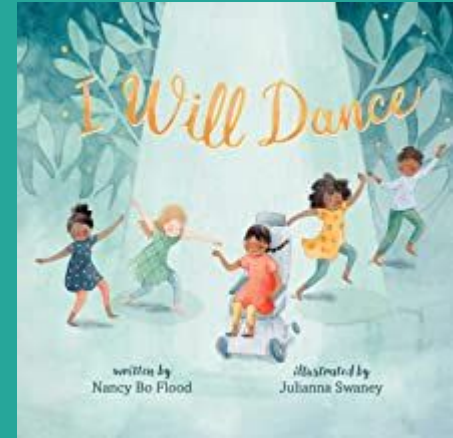
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**LESTER C. NOECKER SCHOOL**  
**ROSELAND SCHOOL DISTRICT**

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*“Inclusion is opening our minds  
to new possibilities, making  
room for different perspectives  
and enriching the experience for  
everyone along the way.”*

*- Lisa Friedman*



# WHY DIVERSITY AND INCLUSION?

Beginning in the 2021-2022 school year, Assembly No. 4454 requires school districts to include instruction on **diversity and inclusion** as part of implementation of New Jersey Student Learning Standards. Each school district incorporates instructions 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.



*Our Goal is to nurture understanding of others' experiences and perspectives by increasing conversation and instruction around diversity, respect, tolerance, and inclusivity.*

# WHAT IS INCLUSIVE EDUCATION? WHY IS IT IMPORTANT?

Inclusive education means **different and diverse students learning** side by side in the same classroom.

Inclusive education values **diversity and the unique contributions** each student brings to the classroom.

In a truly inclusive setting, **every child** feels safe and has a **sense of belonging**.



Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions.

Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

## BOOKS ARE...

### MIRRORS



### WINDOWS



### SLIDING GLASS DOORS



### In Practice:

Literacy Mentor Texts/Shared Texts

Classroom Access

Stories/Events Told from Multiple Perspectives

Everyone finds a mirror

Everyone learns about others through a window

Everyone enters a new world via a sliding glass door

Coined by Dr. Rudine Sims Bishop in 1990  
“Windows, Mirrors and Sliding Glass Doors”  
explains how

- children SEE (MIRROR) themselves in books
- they learn about the lives of others through literature (WINDOWS)
- they immerse themselves into what it is like to be a person they are not (SLIDING DOOR).

**Literature is a powerful tool for building empathy, understanding, and compassion in our students.**

*As Dr. Bishop explains, “When there are enough books available that can act as both mirrors and windows for all our children, they will see we can celebrate both our differences and our similarities.”*



\*instruction\*classroom culture\*family & community  
engagement\*teacher leadership\*



## PRACTICES FOR ANTI-BIAS EDUCATION

strategies for creating a space where  
academic and social-emotional goals  
are accomplished side by side



Hand in Hand  
יְדָ בְיָד יְדָ בְיָד

- building and drawing on intergroup **awareness**, understanding and skills;
- creating **classroom** environments that reflect **diversity**, equity and justice;
- **engaging** families and communities in ways that are meaningful and culturally competent;
- encouraging students to **speak out** against bias and injustice;
- including **anti-bias** curricula as part of larger individual, school and community action;
- supporting students' **identities and making it safe** for them to fully be themselves; and
- using instructional strategies that support **diverse learning styles** and allow for deep exploration of anti-bias themes.



# Noecker Reads

\*identity\*diversity\*justice\*action\*

Noecker Reads is a Trimester Bookshare across grade level bands (K, 1-2, 3-4, and 5-6). Led by homeroom teachers, staff, and parent partners, students will have the opportunity to delve into texts aligned to the **Social Justice Standards**. Scripts, talking points, and texts will be shared \*in advance\* with families to support student understanding of big ideas related to inclusivity and diversity.

# SOCIAL JUSTICE STANDARDS

Every one of the 20 standards has grade level outcomes (K-2, 3-5, 6-8, 9-12) to guide the standard in an developmentally appropriate way.

[Teaching Tolerance](#)





**Work in Progress...**  
we are learning and growing,  
too! If something doesn't meet  
our goals, as we develop our  
program, change is okay!

The following books are  
**PROPOSED**, but not set in stone.

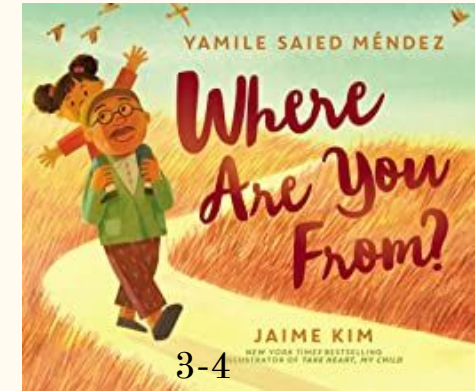
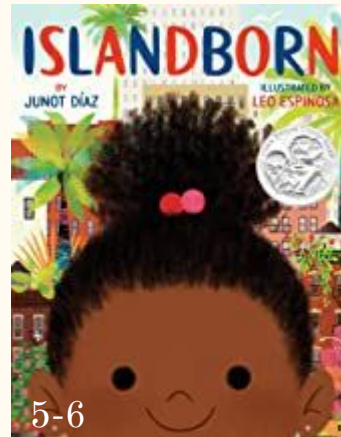
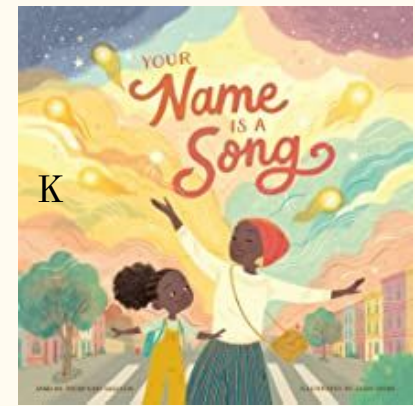
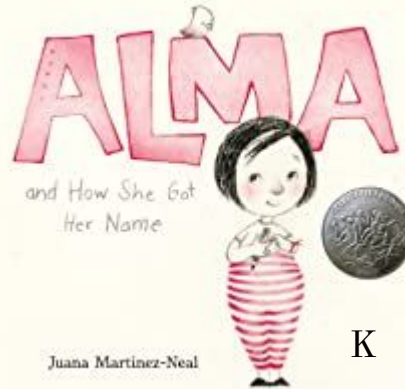
Again, **NO** text shall be  
discussed prior to all materials  
being shared **\*in advance.\***

# Noecker Reads

\*identity\*diversity\*justice\*action\*

# Identity Standards

- develop **positive** social identities
- group **identities**
- identities interact and create **unique and complex** individuals
- express **pride**, confidence and healthy self-esteem without denying the value and **dignity** of other people
- the way my family and I do things is both the **same as and different from** how other people do things



Proposed Texts  
TRIMESTER 1

# Diversity Standards

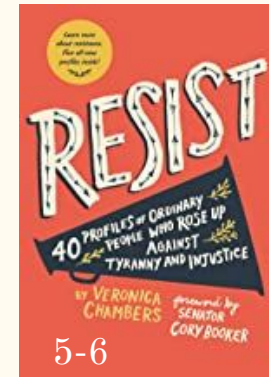
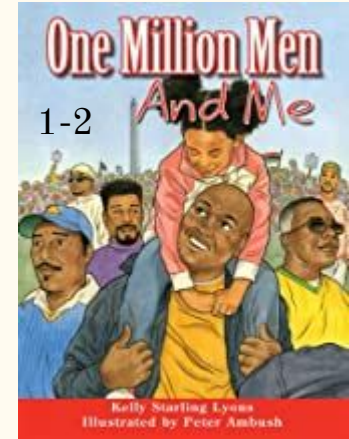
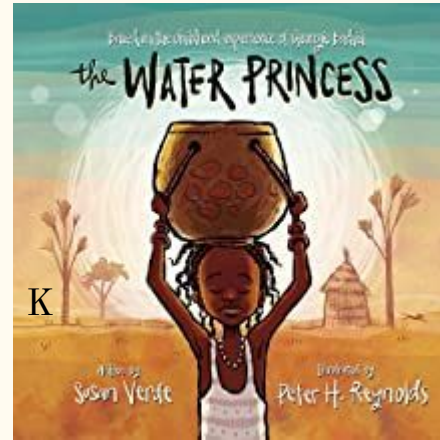
- **respect** people who are like me and who are different from me
- have accurate, **respectful words** to describe similarities and differences of people who share my or have other identities
- respectfully **express curiosity** about the history and lived experiences of others and **exchange ideas** and beliefs in an open-minded way
- respond to diversity by **building empathy, respect, understanding and connection**
- **explore** the way groups of people are treated today, and the way they have been treated in the past, is a **part of what makes them who they are**



Proposed Texts  
TRIMESTER 2

# Justice & Action Standards

- recognize **stereotypes**
- recognize **unfairness**
- know that words, behaviors, rules and laws that treat people unfairly **cause harm**
- know that life is easier for some people and harder for others and the reasons for that are **not always fair**
- know about the actions of people and groups who have worked throughout history to bring **more justice and fairness** to the world
  
- **care** about those who are treated unfairly
- it's important for me to **stand up** for myself and for others
- speak up with **courage and respect** when they or someone else has been hurt
- **speak up** or do something if people are being unfair, even if my friends do not
- work with my friends and family to make our school and **community fair for everyone**



Proposed Texts  
TRIMESTER 3

# Getting Started...

## Inclusivity



**Work in Progress...**

**we are learning and growing, too! If something is not working or doesn't meet our goals, change is okay!**

Each school district is required to incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students as part of the district's implementation of the New Jersey Student Learning Standards.

Noecker School staff have been and will continue to enrich their Reading, Writing, Social Studies, Art, and other subject areas (as they are revised) to ensure students their unique mirrors, windows, and doors in texts.



## Upcoming:

- Building Reading and Writing Identities (multiple grade levels)
- **Week of Respect** (1st week of October) - *The Big Umbrella* - identity - age appropriate, identity, umbrellas/shoes for each classroom
- **Scripts & Info** for Trimester 1 Books
- Celebrating Cultures and Contributions
- Continued PD & Curriculum Work



*“Whenever people listen to one another humbly and openly, their shared values and aspirations become all the more apparent. Diversity is no longer seen as a threat, but as a source of enrichment.”*

*-Pope Francis*

