

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Holly Golder

Position: Supervisor of Social Studies

Email: holly.golder@redclay.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

Explain how your district or charter school curricula meet the requirements above. Be specific.

In Red Clay, our philosophy is that Black history will be implemented across content areas in grades K-12. In an effort to achieve this, our teaching and learning department, in conjunction with our office of strategic initiatives, continues to work together to complete a cross-walking diagnostic of our current curriculum with the minimum content requirements of HB 198, to determine entry points for a deeper exploration and accurate depiction of Black history overall.

The Red Clay Consolidated School District has adopted two new curricula for ELA. These curricula were selected due to the culturally relevant, social justice based themes and materials. Instructional materials, recommended strategies and routines in the HQIM were deliberately selected for their alignment with HB198. O'dell high school curriculum is a highly-rated, top-quality ELA program for grades 9-12 designed around authentic texts to celebrate diverse voices, ideas, and perspectives. Students create a learning community that is grounded in questions such as, "who changes

the world”? And “what does it mean to be an American?” For more information see:

<https://openupresources.org/ela-curriculum/odell-education-high-school-literacy-program/>

The American Reading Company is the ELA curriculum in grades 6-8 and provides texts that serve as mirrors that celebrate culture and windows into the diversity of our world. For more information see:

<https://new.americanreading.com/arc-core/>

Within the framework of the Amplify Science curriculum for K-5, each unit includes a guide for eliciting and leveraging students’ prior knowledge, personal experiences, and background knowledge. These guides provide entry points for teachers to draw out students’ lived experiences and cultural funds of knowledge, often circling back to their family and cultural lives. Individual units in different grades contain articles or reading books, many of which focus on the contributions of Black people in science. Some specific examples of these articles and student books are listed in section F of this document. Our secondary science teachers leverage curated articles and other resources shared on the website www.lamascientist.info, which is an initiative for inclusive STEM education.

In 2022, each elementary classroom received a grade specific diverse library set with the goal of increasing opportunities for students to learn about themselves and others. The selection of books went through a rigorous equity selection process and ensured each book set was age appropriate. Books were also placed in each elementary school’s library. Ongoing work continues as we develop lesson plans that will be integrated into social studies pacing guides.

Delaware’s civics standards provide a strong foundation for civic participation. Additionally, the Red Clay school district has partnered with Mikva Challenge to provide a robust civics curriculum that incorporates students’ voices, which allows students to experience civics in action. Lastly, through professional learning, teachers have learned how to incorporate democratic classrooms to make sure classrooms are equitable.

Frameworks have been utilized to ensure that instructional resources are age appropriate and rely on primary sources. These include Learning for Justice’s Teaching Hard History and Social Justice standards.

K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

- h. Black figures in national history and in Delaware history.

Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	x	x		x	x		x				x		x
b. The significance of enslavement in the development of the American economy.	x		x		x				x		x		x
c. The relationship between white supremacy, racism, and American slavery.			x		x	x		x	x		x		x
d. The central role racism played in the Civil War.			x	x					x				x
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	x		x	x	x	x		x	x	x		x	x
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	x	x	x	x	x	x	x	x	x	x	x	x	x
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	x		x	x	x	x		x	x	x		x	x
h. Black figures in national history and in Delaware history.	x	x	x	x	x	x	x	x	x	x	x	x	x

Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Students will learn about Africa before the African diaspora by learning about the kingdom of Kush when establishing the setting in a book about Sudan. Additionally, students will learn that Africa is one of the seven continents and about the riches and diversity of the African continent.

		Students explore the landforms in Africa such as deserts, savannas, rivers, and mountains.
1	Social Studies	Students will learn about the Nile Valley civilizations, specifically Egypt, with examples of math, art, and literature.
3	Social Studies	Students will learn about the ancient African kingdoms and Mansa Musa when discussing trade and the barter system.
4	Social Studies	Students will learn about Africa before the Black diaspora and understand that, before 1492, there was great diversity on different continents that included impressive levels of development.
6	ELA	<p>In English Language Arts students will about Africa & (African) Ancient Civilizations</p> <p>Africa Unit: Readers will travel from the mouth of the Nile River to the Cape of Good Hope. This collection encompasses the history of the ancient civilizations to present-day life on the African continent. Information about the diverse geography, the fascinating animals and plants, the history, cultures, and recent political changes is included.</p> <p>Ancient Civilizations Unit: Readers will explore the world before 250 CE. Regions included are Ancient Egypt, China, Greece, Mesopotamia, Rome, India, and the Maya.</p>
6	Social Studies	Grade six world regional geography, students will learn about North Africa and Sub-Saharan Africa. These include the diversity of Africa before the African and Black diaspora, current connections and contributions to science, art, literature, and history by teaching the African Cultural Hearths, teaching the regions of West Africa before and after the African diaspora and how boundaries were influenced by the slave trade and the European colonization of Africa and comparing & contrasting the economic and human rights issues that African and Black Diaspora populations faced in different regions.
10	Social Studies	Students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history, including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and

		ending at current day.
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b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Students will learn about Harriet Tubman by applying chronology to her life. They will learn that enslaved people were not free and did not earn money for their work.
2	ELA	When reading about Harriet Tubman, students will learn about the plantation system, in which enslaved people were forced to work for no pay, long hours, and sustain the plantation.
4	Social Studies	Students will learn about the development of slavery in America. They will trace how enslavement was practiced around the world before Columbus arrived in America and how slavery practiced in the Old World would be considerably different from that which would eventually take root in the New World and about the first Africans brought to America. Additionally, students will learn that enslavers viewed the people who they enslaved just like they did other property. The enslavers sold enslaved people for a number of reasons but primarily for profit but also out of fear, all while enslaved people dreamed of being free. But those dreams did not come true because enslavers valued profit and power over freedom and equality.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
10	Social Studies	Students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history, including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.

12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	When reading about Harriet Tubman students will learn about the great lengths enslaved people endured to secure their freedom and the lengths their enslavers went to retrieve them.
4	Social Studies	Students will learn how Colonial America shifted from a system of indentured servant system to permanent enslavement, the history of enslavement in Delaware and how enslavers viewed the people who they enslaved just like they did other property.
5	ELA	Students will read the Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad after the father was sold. The journey mirrors those of many individuals escaping slavery in the 1800's.
7	Social Studies	Students will be asked whether Luther Martin was correct when he argued that the original Constitution, including the Bill of Rights, was "inconsistent with the principles of the Revolution"?
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
10	Social Studies	Students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history,

		including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	When reading about Harriet Tubman students will learn that the cause of the Civil War was over slavery.
3	ELA	Students will read about the Massachusetts 54th Regiment and their contributions and fighting in the Civil War.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Students will learn about Georgia Gilmore and segregation in the bus system in Montgomery, Alabama and how Black people worked together to make

		change.
2	Social Studies	Students will learn about the contributions of Black people to American history and politics by learning about Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life's work in advancing rights for Black people.
3	Social Studies	Students will learn about rights and responsibilities and instances of segregation and voting restrictions in American history.
3	ELA	Students explore the book <i>Back of the Bus</i> . This story tells the point of view of a young boy riding with his mother as Rosa Parks is asked to move to the back of the bus. He questions the fairness of segregation, the Civil Rights Movement is discussed and its impact on history.
4	Social Studies	Students will learn that Mum Bett seized on the ideals of the American Revolution to sue successfully for her freedom and that of others on August 22, 1781. Cases like hers contributed to the abolition of enslavement in Massachusetts and other northern states.
5	ELA	<p>Students will learn about the Great Migration and why Black people left the South, including: segregation, lack of justice in the courts and inequality.</p> <p>Students will learn about segregation in education, the separate but equal doctrine, the NAACP and how people fought to desegregate schools across the country.</p>
7	Social Studies	<p>Students will learn about a variety of topics that address majority rule vs. minority rights, that civil rights secure political freedom and about civic responsibilities. Some examples include: 13th, 14th and 15th amendments, Shirley Bulah and Brown vs. Board, George White, and property rights.</p> <p>Students will learn about how redlining contributes to wealth inequalities that exist today, why does where you grow up affect how you live and why might one place have a higher unbanked rate than another.</p>
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research

		project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
9	Social Studies	Students will continue to learn about segregation at the federal and state levels and how Black people have and continue working to achieve fair treatment in the United States by investigating Jim Crow and a Charleston Legend. Students will find connections between fair treatment and federalism and how the Constitution can be changed to support people and interpretations over time. Additionally, students will learn about how the passage of the 14th and 15th amendments allowed for the election of Black men like Hiram Revels. In economics, students will be continuing their learning about red lining and its impacts today.
11	Social Studies	Students learn US history from 1877-present. The following topics are discussed in this course: Jim Crow Laws, Plessy v. Ferguson, Ida B. Wells and the National Association of Colored Women, The Tulsa Race Massacre, NAACP, The Harlem Renaissance, Booker T. Washington differing ideologies W.E.B. Du Bois, 19th Amendment, The Great Migrations, Black people's contributions and involvement in WWI & WWII, The Double V Campaign, Civil Rights Acts of 1957, 1964.
11	ELA	<p>Students will read <i>How the Word is Passed</i> and examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author's approach to structure as he constructs and tells the story of the legacy of slavery in <i>How the Word is Passed</i>.</p> <p>Students will study The American Dream of Homeownership, Section 2-A Dream Deferred and examine the history of discrimination and segregation in relation to homeownership in the United States. Based on their learning, students will analyze and evaluate arguments related to discriminatory housing practices and affordable housing debates.</p>
12	Social Studies	<p>A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.</p> <p>In psychology, social and cognition units discuss topics such as race,</p>

		discrimination, stereotypes, creation of IQ tests and eugenics.
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f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K-12	Art, Music, and Theater	<p>Students are introduced to Black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.</p> <p>In visual arts, units of study have been developed for each grade. Artists to be covered include:</p> <p>K - Alma Woodsey Thomas Grade 1 - Benny Andrews Grade 2 - Edward L. Loper, Sr. Grade 3 - Bisa Butler Grade 4 - Kara Walker Grade 5 - Jacob Lawrence Grade 6 - Faith Ringold Grade 7 - Jean-Michel Basquiat Grade 8 - Kehinde Wiley HS Level 1 - Shinique Smith HS Level 2 - Charles White HS Level 3 - Chakaia Booker HS Ceramics - Paul Briggs</p> <p>In theater arts, units of study have been developed for each grade level. Units of study are:</p> <p>Grade 6 - <i>Ragtime</i> with Audra McDonald and Brian Stokes Mitchell Grade 7 - Ira Aldridge in <i>Othello</i> Grade 8 - Exploring <i>A Raisin in the Sun</i></p> <p>At the high school level in theater arts, units of study include:</p> <p>Color - Blind and Color-Conscious The Ground on Which We Stand The Significance of Lynn Nottage's <i>Ruined</i> The Political Aspects of Lorraine Hansberry and <i>A Raisin in the Sun</i></p> <p>In the technical theater program, students will study:</p> <p>Middle School - Costume Design in Black Panther Technical Theatre 1 - Exploring Multi-Ethnic Contributions to Technical Theatre Technical Theatre 2-3 - Cultural Influences to Technical Theater Scenic</p>

		<p>Design, Costume Design, and Props</p> <p>HS Technical Theatre - Exploring Lorraine Hansberry's A Raisin in the Sun</p> <p>In Music Education:</p> <p>Kindergarten - Celia Cruz, Afro Cuban Music</p> <p>Grade 1 - Lift Every Voice and Sing</p> <p>Grade 2 - African Drumming</p> <p>Grade 3 - Spiritual Partner Songs</p> <p>Grade 4 - Chevalier de Saint-Georges</p> <p>Grade 5 - The Blues</p> <p>Beginning Band -</p> <ol style="list-style-type: none"> 1. Siyahamba, An Introduction to African Music for Beginning Band (grades 5 - 8). <p>Strings</p> <ol style="list-style-type: none"> 1. The Background of Marian Anderson <p>Middle Level Choral and Instrumental Music</p> <ol style="list-style-type: none"> 1. Introduction to Improv in Jazz Music (includes introduction to Louis Armstrong, Ella Fitzgerald and Duke Ellington). <p>Middle Level Choral Music -</p> <ol style="list-style-type: none"> 1. "Why A Caged Bird Sings" Poet and Author: Maya Angelou; Composer: Rollo Dilworth 2. "I Dream a World" - Putting Music to Text. Composer: Andre Thomas; Author: Langston Hughes <p>High School Choral/Strings Music -</p> <ol style="list-style-type: none"> 1. William Grant Still, From the Hearts of Women. (A study of a 20th Century Black Composer and his contributions to choral and instrumental music). <p>Other:</p> <ol style="list-style-type: none"> 1. The Wilmington Jazz Scene 2. Music and Politics Connections - Election Year, Inaugural Music and Marine Bands.
K-5	Library	<p>Students are introduced to relevant Black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.</p> <p>K - Trombone Shorty by Troy Andrews; One Love by Cedella Marley</p> <p>1 - Tani's New Home by Tanitolowa Adewumi</p>

		<p>2 - Last Stop on Market Street (Illustrator - Christian Robinson); Uncle John's City Cargen by Bernette Ford</p> <p>3 - Song in the City by Daniel Bernstrom</p> <p>4 - Why The Sky is Far Away, A Nigerian Folktale</p> <p>5 - Black Wall Street by LaQuitta Barnes</p>
K	Social Studies	Students will learn about the contributions of Black people to history and American culture by highlighting their agency and resistance. These people include Harriet Tubman and Georgia Gilmore.
K	Science	Within the Weather unit, students engage with a nonfiction book titled, "Tornado! Predicting Severe Weather." This book tells the story of Lynn Burse, a forecaster for the National Weather Service, who helped predict a tornado, sending a warning that saved lives.
1	Social Studies	Students will learn about the contributions of Black people to American history by learning about Carter G. Woodson. Students will learn about his life and how his life events led to the establishment Black History Month.
2	Social Studies	Students will learn about the contributions of Black people to American history and politics by learning about Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life's work in advancing rights for Black people. In the history unit, students will learn about primary sources by examining examples of primary sources that are related to Harriet Tubman and Rosa Parks.
2	ELA	<p>When reading about Harriet Tubman students will learn that she helped thousands of enslaved people escape to freedom, she was an abolitionist and was a spy during the Civil War.</p> <p>Students will learn about the Harlem Renaissance and how it contributed to a vibrant culture in the arts.</p> <p>Students will learn about national change makers in the United States, with national Black figures included.</p>
3	ELA	<p>Students explore the book Back of the Bus. This story tells the point of view of a young boy riding with his mother as Rosa Parks is asked to move to the back of the bus. He questions the fairness of segregation, the Civil Rights Movement is discussed and its impact on history.</p> <p>Students will read about the Massachusetts 54th Regiment and their contributions and fighting in the Civil War.</p>
4	ELA	Students are introduced to the American folktale John Henry. This story is based in the South during the Reconstruction Era after the Civil War.

		<p>Students explore tall tales that include the adventures of a folk hero in a realistic setting. Folk tales from various cultures are explored.</p> <p>Students will learn about the Civil Rights movement and their contributions to American life, such as: Dr. Martin Luther King, Jr., Rosa Parks, Supreme Court Justice Peggy Quince, Colin Powell, Condoleezza Rice.</p>
4	Social Studies	Students will learn about John Punch, Elizabeth Key, Mum Bett, Carter G. Woodson and the hundreds of enslaved Africans who helped build the White House and their contributions to American life.
5	ELA	<p>Students will read the Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad. The journey mirrors those of many individuals escaping slavery in the 1800's. Paired with this text, students will read and learn about Harriet Tubman and her role on the Underground Railroad.</p> <p>Students will read about Rosa Parks and her work with the NAACP and resistance to desegregate the bus system in Montgomery, Alabama.</p> <p>Students will learn about the Harlem Renaissance and the birth of Jazz. Specific people addressed are: Louis Armstrong, Duke Ellington, Ella Fitzgerald and Fletcher Henderson. Students will trace the development of blues to more contemporary times including the study of: Ma Rainey, Bessie Smith, Ray Charles, Arthea Franklin</p>
5	Social Studies	Students learn how banks have discriminated against various groups of people. They first learn the definition of discrimination. Then, they watch a video with Sheila Johnson, the first Black female billionaire, talking about how she was denied a loan despite having hundreds of millions of dollars. Next, students read two texts. With each example of discrimination, students answer questions about the discrimination and what can be done to stand up to discrimination.
5	ELA	Students will read the Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad. The journey mirrors those of many individuals escaping slavery in the 1800's.
5	Science	<p>During the Ecosystem Restoration unit, students read a nonfiction book titled, "Walk in the Woods," which profiles an African-born scientist, Asmeret Asefaw Berhe. She studies soil to better understand this complex system that underlies many of Earth's ecosystems.</p> <p>During the Patterns of Earth and Sky unit, students read about astrophysicist, Gibor Basri in "Star Scientist."</p>

6-12	Art and Music	Students are introduced to Black artists and musicians and learn about their contributions to American life and culture.
6-8	Science	The Open SciEd Curriculum that we use, includes Biographies of different scientists relevant to each unit of study. The majority of the scientists who are highlighted are persons of color, immigrants, and women - all typically under-represented groups.
7	Social Studies	Students will learn about important Civil Rights leaders, including the Bulahs, Louis Redding, Dr. Martin Luther King, Jr.
7	ELA	<p>Students will read and learn about important Civil Rights leaders including Dr. Martin Luther King, Jr., Rosa Parks, Jackie Robinson, etc.</p> <p>Students will read about Black economists whose work has influenced U.S. diplomacy and foreign policy</p>
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery. Important people who are included are: Harriet Tubman, Dred Scott and Frederick Douglass.
8	ELA	<p>Readers will gain an appreciation for what the earth has to offer as they learn about pioneers in the Wild West. Students will come to understand that our history is the result of both the strengths and shortcomings of people from all over the world whose lives converged during the Westward Expansion era. This includes the history of African enslavement and resistance in the United States.</p> <p>Readers will read classic and flashy titles that will invite them into the rich world of African American literature. These titles reflect the experiences and issues of American middle school students.</p>
9	Social Studies	Students will continue to learn about segregation at the federal and state levels and how Black people have and continue working to achieve fair

		treatment in the United States by investigating Jim Crow and a Charleston Legend.
10	ELA	Students will examine how a contemporary figure, former President Barack Obama, reflects on personal and cultural experiences in the memoir genre. Based on their learning, students will write personal narratives, memoirs, or essays based on their own experiences or world observations.
11	Social Studies	Students learn US history from 1877-present. The following contributions are discussed in this course: Ida B. Wells and the National Association of Colored Women, NAACP, The Harlem Renaissance, Booker T. Washington, W.E.B. Du Bois, Black people's contributions and involvement in WWI & WWII, The Double V Campaign, Civil Rights Acts of 1957, 1964
11	ELA	Students will read <i>How the Word is Passed</i> and examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author's approach to structure as he constructs and tells the story of the legacy of slavery in <i>How the Word is Passed</i> .
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p>Students will learn about Georgia Gilmore and segregation in the bus system in Montgomery, Alabama and how Black people worked together to make change.</p> <p>Students will learn about the many ways Harriet Tubman enacted change, these include: being a suffragist, spy and nurse during the Civil War and a conductor on the Underground Railroad.</p>
2	Social Studies	Students will learn about the contributions of Black people to American history and politics by learning about Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life's work in advancing rights for Black people
3	Social Studies	Students will learn about rights and responsibilities and instances of

		segregation and voting restrictions in American history and how Black people worked to achieve fair treatment.
4	Social Studies	Students will learn about John Punch, Mum Bett and Elizabeth Key in early American history and how they worked to achieve fair treatment and the agency they used to achieve equal treatment. For example, students will learn that Mum Bett used the ideals of the American Revolution to sue successfully for her freedom and that of others on August 22, 1781. Cases like hers contributed to the abolition of enslavement in Massachusetts and other northern states.
4	ELA	Students will learn about the Civil Rights movement and how Black people worked to achieve fair treatment in the United States. Some examples include: sit-ins, freedom rides, March on Washington, affirmative action.
5	Social Studies	Students learn how banks have discriminated against various groups of people. They first learn the definition of discrimination. Then, they watch a video with Sheila Johnson, the first Black female billionaire, talking about how she was denied a loan despite having hundreds of millions of dollars. Next, students read two texts. With each example of discrimination, students answer questions about the discrimination and what can be done to stand up to discrimination.
5	ELA	Students will learn about segregation in education, the separate but equal doctrine, the NAACP and how people fought to desegregate schools across the country.
7	ELA	English Language Arts: American Reading Company: Civil Rights Era: Readers will engage with text and think about the constitutional rights guaranteed to American citizens. They will consider the historical precedent and ongoing struggles as Americans attempt to define exactly what those civil rights are and who is entitled to them.
7	Social Studies	Students will learn about a variety of topics that address majority rule vs. minority rights, that civil rights secure political freedom and about civic responsibilities. Some examples include: 13th, 14th and 15th Amendments, the Civil Rights Act and Shirley Bulah the Bulah's role in Brown vs. Board of Education.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S.,

		evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
9	Social Studies	Students will continue to learn about segregation at the federal and state levels and how Black people have and continue working to achieve fair treatment in the United States by investigating Jim Crow and a Charleston Legend. Students will find connections between fair treatment and federalism and how the Constitution can be changed to support people and interpretations over time. Additionally, students will learn about how the passage of the 14th and 15th amendments allowed for the election of Black men like Hiram Revels. In economics, students will be continuing their learning about red lining and its impacts today.
11	Social Studies	Students learn US history from 1877-present. The following topics are discussed in this course: Jim Crow Laws, Plessy v. Ferguson, Ida B. Wells and the National Association of Colored Women, The Tulsa Race Massacre, NAACP, The Harlem Renaissance, Booker T. Washington, W.E.B. Du Bois, 19th Amendment, The Great Migrations, Civil Rights Acts of 1957, 1964.
11	ELA	<p>Students will read <i>How the Word is Passed</i> and examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author's approach to structure as he constructs and tells the story of the legacy of slavery in <i>How the Word is Passed</i>.</p> <p>Students will study The American Dream of Homeownership, Section 2-A Dream Deferred and examine the history of discrimination and segregation in relation to homeownership in the United States. Based on their learning, students will analyze and evaluate arguments related to discriminatory housing practices and affordable housing debates.</p>
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

h. Black figures in national history and in Delaware history.

Grade-level	Content Area(s)	Lessons/Resources
K	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, Elbert Frank Cox, and James Musse Jama. Through lessons and books, students will learn about their contributions to the math community.
K	Science	In science, when investigating scientific phenomena, students will learn about the diverse group of scientists who work in the field of study. These include: Al Roker
K	Social Studies	Students will learn about a variety of past and current inventors. These include: Lonnie Johnson, Garrett Morgan and George Washington Carver.
1	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, James Musse Jama, Annie Easley, and David Blackwell. Through lessons and books students will learn about their contributions to the math community.
1	Science	In science, when investigating scientific phenomena, students will learn about the diverse group of scientists who work in the field of study. These include: Roger Arliner Young, Dr. Patrica Bath, Neil de Grasse Tyson
2	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Annie Easley, David Blackwell, Valerie Thomas, and John Urschel. Through lessons and books students will learn about their contributions to the math community.
2	Science	In science, when investigating scientific phenomena, students will learn about the diverse group of scientists who work in the field of study. These include: Wangari Maathai
3	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, Elbert Frank Cox, James Musse Jama, and David Blackwell. Through lessons and books students will learn about their contributions to the math community.
3	ELA	Students will learn about Ralph Bunche, who was a US diplomat who helped plan and organize the United Nations and was awarded the Nobel Peace

		Prize in 1950.
3	Science	In science, when investigating scientific phenomena, students will learn about the diverse group of scientists who work in the field of study. These include: Thandiwe Mweetwa, Charles Anderson
4	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as George Washington Carver and Elbert Frank Cox, . Through lessons and books students will learn about their contributions to the math community.
4	Science	In science, when investigating scientific phenomena, students will learn about the diverse group of scientists who work in the field of study. These include: Lewis Latimer
4	Social Studies	As a part of the grade 4 US history course, students will learn about many Black figures in national and Delaware history. Some include: Garrett Morgan, Carter G. Woodson, John Punch, Elizabeth Key, Ona Judge, Mum Bett.
5	Math	Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, James Musse Jama, and David Blackwell. Through lessons and books students will learn about their contributions to the math community.
5	Social Studies	Students learn how banks have discriminated against various groups of people. They first learn the definition of discrimination. Then, they watch a video with Sheila Johnson, the first Black female billionaire, talking about how she was denied a loan despite having hundreds of millions of dollars. Next, students read two texts. With each example of discrimination, students answer questions about the discrimination and what can be done to stand up to discrimination.
5	ELA	Students learn about Bessie Coleman and her life in the segregated South and how she was able to achieve her dream of becoming a pilot and earning her aviation license.
6-12	Science	Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study. They will utilize Discovery Education and Open SciEd as their resources.
6-12	CTE	CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their

		resource.
7	Social Studies	Students will learn about important Civil Rights leaders, including the Bulahs, Louis Redding, Dr. Martin Luther King, Jr..
8	Social Studies	Throughout the course, students will learn about important Black people, some examples include: Nat Turner, Henry Brown and Frederick Douglass.
9	Science	In 9th grade science when discussing influential scientists contributing to the model of the atom - students discuss the lack of accessibility for minority populations to be involved in this area of study. Also, discuss James Harris who helped discover 2 elements on the periodic table.
10	Science	Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study. More specifically in the topic of Life Science: Discuss Charles Drew impact on specialized cells and plasma transfusion/incompatibility
10	ELA	Students will examine how a contemporary figure, former President Barack Obama, reflects on personal and cultural experiences in the memoir genre. Based on their learning, students will write personal narratives, memoir, or essays based on their own experiences or observations of the world.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
2022-2023	Courageous Conversations About Race : Beyond Diversity Discussing Identity and Bias with Students Professional Learning Intercepting Bias in Our Classrooms : Two day workshop

“History UnErased Professional Learning”: The Intersections of HB 198 and LGBTQ History

Reimagining Professional Grant - All secondary mathematics teachers will engage in a professional reading cohort that is designed to strengthen our teacher community culture and provide strategies for building classroom communities and lifting student voice.

Summer Retreat Administrative Book Study - “Choosing to See: A Framework for Equity In The Math Classroom”

Diversity Champion Trainings (Professional Learnings embedded during School Faculty Meetings) in partnership with Equity & Beyond :

Anti - Racism, Inclusion, Diversity and Equity Professional Learning Sessions

- Quarterly 2 hour sessions
- Topics Include:
 - Why Race?
 - The Impact of Bias
 - The Realities of Power and Authority
 - Gender Expressions and Identity
- “Building My Lens for Equity” : Using Data to Advance Educational Equity on our Campuses

“Teaching Light By Fire” : How to Lead Meaningful Race Conversations in the Classroom

Taking a Culturally Responsive Lens to Social Studies Instruction

Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference

Secondary Mathematics Teachers engaged in a year long book study with “Choosing to See: A Framework for Equity In The Math Classroom”.

PK-12 Paraprofessionals: Engaged in in-depth training on Trauma Informed Practices which included a focus on identifying and understanding the impact of Adverse Childhood Experiences (ACEs) on students in the school environment.

PK-12 School Based MTSS Tier ⅔ Teams: Engaged in training focusing on providing Social Emotional Learning supports to students in all schools utilizing curricula such as Second Step, PATHS, and Leader in Me to embed SEL instruction and student supports into school based MTSS framework.

Targeted school teams engaged in introductory professional learning focusing on Restorative Practices to adjust school based approach to disciplinary practices in high needs school communities.

	K-3 educators received professional training on the science of reading that centered around ensuring high quality structured literacy instruction reached all learners.
August, 2023	Secondary social studies teachers strengthen how to engage in conversations about race by presenter Matthew Kay, author of <i>Not Light, But Fire, How to Lead Meaningful Race Conversations in the Classroom</i>
August, 2023	Elementary teachers learned how to support conversations about HB 198 in their classroom by Dawnavyn James.
August, 2023 - May, 2024	<p>Secondary mathematics teachers engage in the following Personalized Professional Learning Pathway focused on Community, Culture, and Equity</p> <p>To what extent does the classroom environment support all students to learn?</p> <p>Participants in this pathway will focus on developing a community of learners through the establishment of structures for learning, a positive culture and climate, and equitable access for all students. "Effective management of the learning environment is based on the belief that learning is a priority. Learning cannot happen without systems and structures to maintain efficient routines and procedures, or without establishing a respectful and supportive culture that encourages risk-taking. Successful classrooms create a community of learners, and the expectation is that students take initiative in learning through individual accountability and supporting one another." Topics will include but are not limited to routines and procedures, classroom interactions, and high expectations for learning and achievement.</p> <p>DVCEE offers Professional Learning series - Systemically Trauma-Informed Practice Series: Understanding Systemically Trauma-Informed Practice (3 Session)</p>
September 2023	Diversity Champion Meeting - Kick-Off provided the opportunity to recap and reset focus areas for the upcoming school year.
October, 2023	<p>Secondary social studies teachers attended the state in-service professional learning day that offered several sessions about topics aligned to HB 198.</p> <p>Diversity Champion Meeting</p>
October, 2023	Arts staff attended "Teaching Anti-Racism and Equity Through the Arts" - National Arts School Network Conference.
October 2023	Social studies teachers attended the social studies state inservice day with varying topics related to Black history.
November, 2023	AP African American Studies teachers attended professional learning at the Equal Justice Initiative.
November, 2023	<p>Affinity group leaders attended the National Courageous Conversations Summit.</p> <p>Affinity group leaders attended the Black Male Educator Convening</p> <p>Connections and collaboration with the Video Project</p>
December, 2023	K-3 elementary teachers will learn how to incorporate Black history everyday with a professional

	<p>learning centered on the book, <i>Beyond February, Teaching Black History, Any Day, Every Day, and All Year Long, K-3</i>.</p> <p>Secondary social studies teachers will unpack HB 198's clarification documents and have time to identify resources to meet the MCRs.</p> <p>Diversity Champion Meeting making connections to the 220 Diversity Regulation</p>
July 2024	<p>Red Clay Administrators engaged in understanding the daily struggles of poverty through the Poverty simulation, which highlighted the constant stress and difficult decisions faced by those living in poverty. It's important to recognize that students and families may be dealing with significant challenges, such as food insecurity, unstable housing, or limited access to resources. Administrators explored how implicit bias impacts interactions with students/families and the decisions that are made concerning them.</p>
August, 2024	<p>New hires Elementary teachers learned how to support conversations about HB 198 in their classroom by Dawnavyn James.</p>
August 2024	<p>During this PD session, new teachers were provided with an overview indicating Red Clay's commitment to fostering a learning environment where every student, staff member, and community participant feels valued, respected, and supported. The focus of the DEI initiative was shared which aims to ensure that our school district reflects the rich diversity of our community, promotes equity in all aspects of education, and cultivates an inclusive atmosphere that empowers everyone to reach their full potential. New teachers engaged in a brief interactive activity to focus on building authentic relationships with students and colleagues as a component of culturally responsive practices. With colleagues, new teachers engaged in initial thought-provoking discussions, defining equity.</p>
August 2024	<p>Para educators engaged in understanding the daily struggles of poverty through the Poverty simulation, which highlighted the constant stress and difficult decisions faced by those living in poverty. It's important to recognize that students and families may be dealing with significant challenges, such as food insecurity, unstable housing, or limited access to resources. Paras explored how implicit bias impacts interactions with students/families and the decisions that are made concerning them. This awareness can foster empathy and patience when working with students who may be distracted, tired, or struggling to keep up with schoolwork. Paras also engaged in the Brain Architecture Game- understanding the Impact of Trauma. The Brain Architecture Game highlighted how early experiences, especially those involving trauma, can significantly shape a child's development. Remember, every behavior you observe may be influenced by underlying experiences that aren't immediately visible.</p>
August 2024	<p>PreK - 5 educators engaged in a professional learning session that focused on building authentic relationships and developing community to create a sense of belonging to strengthen social, emotional, well-being and accelerate learning. During this session, educators deepened their understanding of how implicit bias interrupts our ability to build relational capacity and classroom community. There was a focus on how to Integrate diverse perspectives and inclusive practices into our curriculum to ensure that all students see themselves represented and that they learn to</p>

	<p>appreciate the contributions of different cultures and communities. Additionally, we engaged in brief interactive activities to focus on building authentic relationships with students and colleagues as a component of culturally responsive practices.</p>
September, 2024	<p>History and social studies often cover sensitive topics like wars and religious conflicts, where biases can impact teaching and interactions. Understanding these biases helps educators foster more inclusive, respectful, and accurate discussions, creating a more equitable learning environment. The day focused on understanding how unconscious biases lead to religious microaggressions.</p> <p>Social Studies Educators explored how these biases impact their teaching, aiming to deepen awareness of their role in shaping student experiences and classroom interactions.</p>
September, 2024	<p>Secondary social studies teachers attended the state in-service professional learning day that offered several sessions about topics aligned to HB 198.</p>
September, 2024	<p>Educators engaged in courageous conversations to explore texts that include culturally sensitive/racial language like the n-word, and how to apply culturally responsive practices which help educators frame the content critically and foster a deeper understanding of its impact.</p>
September, 2024	<p>With the support of our partners from Equity & Beyond, Champions developed their understanding of the foundation of core principles of Diversity, Equity & Inclusion to lead effective training in their buildings using our Train the Trainer approach. A "Train the Trainer" professional learning session is a structured program designed to equip experienced individuals with the skills and knowledge necessary to train others effectively.</p>
September, 2024	<p>District-wide, Diversity Champions facilitated faculty meetings with a focus on building capacity for more inclusive teaching that addresses biases and improves relationships with students from diverse backgrounds.</p>
October 2024	<p>The Diversity Champions, Teaching and Learning Department, and Student Services Department, engaged in a transformative 2-day Culturally Responsive Professional Learning session designed for educational leaders. This interactive workshop provided valuable tools and strategies to foster inclusive, equitable, and culturally aware learning environments. Don't miss this opportunity to grow and lead with cultural responsiveness!</p>
October 2024	<p>Social studies teachers attended the social studies state inservice day with varying topics related to Black history.</p>
October 2024	<p>Affinity Group Leaders launched and facilitated the first session of the year engaging educators through the courageous conversations about Chimamanda Ngozi Adichie's TED Talk, "The Danger of a Single Story," explores the negative effects of single stories and how to challenge them. The risk of the single story, the one perspective, is that it can lead us to default assumptions, conclusions and decisions that may be incomplete, and may lead to misunderstanding.</p>
November 2024	<p>Affinity Group Leaders facilitated the second session.</p>

November 2024	Received a three year grant from the Library of Congress which will build teacher knowledge around inquiry, literacy, Delaware social studies standards, Black history and HB 198. Teachers from WLC schools will attend year one.
March 2025	Social studies teachers attended a professional learning opportunity by Dr. Ife Williams on the Historical Resistance of African and African Descendants.
August	Supervisor of Strategic Initiatives provided an overview of Diversity, Equity, and Inclusion during the New Teacher Orientation
August	Affinity Fellows facilitated an overview and demo affinity group sessions for New Teachers.
August-May 2025	Diversity Champions will engage in professional learning with John Krownapple and Floyd Cobb using the text Teaching with Dignity. Diversity Champions will then facilitate 3 turn-key professional learning opportunities with their building staff in October/November, December/February, and March.
September 2025	Affinity Fellows and Diversity Champions hosted the Empowered Voices of Affinity to Social
September 2025	Selected AP Seminar and AP African American Studies teachers attended the College Board conference on the African diaspora.
September 2025	Diversity Champions engaged in session 1 of 3 professional learning sessions with co-author, John Krownapple, Teaching with Dignity in preparation to facilitate a series of 3 faculty meeting/PD sessions this school year. The focus of this session was to deepen our understanding of belonging through dignity, Dignity Connectors, and Appreciative Feedback.
October 2025	Social studies teachers attended the social studies state inservice day with varying topics related to Black history.
October 2025	<i>(Affinity Groups)</i> —intentional spaces where staff with shared identities or lived experiences can come together to build community, foster belonging, and grow both personally and professionally.
October 2025	Diversity Champions engaged in session 2 of 3 professional learning sessions with co-author, John Krownapple, Teaching with Dignity in preparation to facilitate a series of 3 faculty meeting/PD sessions this school year. The focus of this session was to deepen our understanding of belonging through dignity, Dignity Connectors, and Appreciative Feedback.
October 2025	Diversity Champions facilitated the first faculty meeting engaging staff with defining dignity, facilitating Dignity Connector exercises to build trust across differences, and modeling best practices that are inclusive of all learners.
November 2025	Principals and Diversity Champions engage in continued professional learning with John Krownapple and Floyd Cobb- Teaching with Dignity. Principals will engage in an overview and philosophy of the work. Diversity Champions will complete the 3rd in person session for professional learning.

November 2025	<i>(Affinity Groups)</i> —intentional spaces where staff with shared identities or lived experiences can come together to build community, foster belonging, and grow both personally and professionally.
January 2025	<i>(Affinity Groups)</i> —intentional spaces where staff with shared identities or lived experiences can come together to build community, foster belonging, and grow both personally and professionally.
February 2025	<i>(Affinity Groups)</i> —intentional spaces where staff with shared identities or lived experiences can come together to build community, foster belonging, and grow both personally and professionally.
March 2025	<i>(Affinity Groups)</i> —intentional spaces where staff with shared identities or lived experiences can come together to build community, foster belonging, and grow both personally and professionally.