

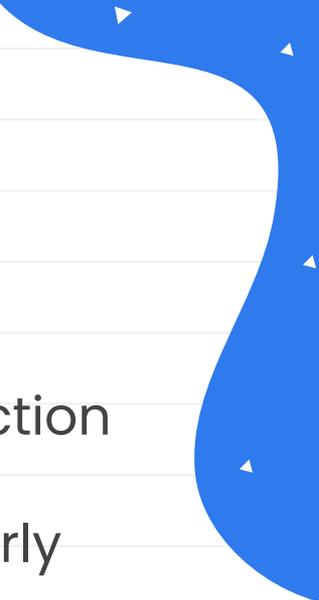
Early Childhood Advisory Council

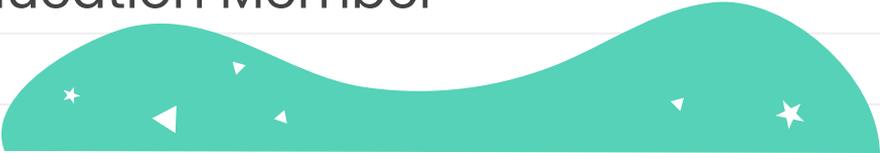


Thursday, August 26, 2021



District Committee Members



- Dr. Scott Ridley, Superintendent
 - Mr. Joseph J. Annibale, Assistant Superintendent
 - Mrs. Heather Schwarz, Director of Curriculum, Instruction & Testing
 - Mrs. Gina Dorozynski, Principal of Sycamore Drive Early Childhood Learning Center
 - Mr. John Verderosa, Principal of Raritan Valley School
 - Ms. Suzanne Capraro, Supervisor of ELA
 - Mr. Michael Miller, Supervisor of Science
 - Mrs. Jenn Martins, Supervisor of Math
 - Mrs. Jodie Moreno, Board of Education Member
- 

Staff Committee Members

- Ms. Arecchi
- Mrs. Barbieri
- Mrs. Ben
- Mrs. Brennan
- Mr. Cummings
- Mrs. DiLaurenzio
- Mrs. Giampiccolo
- Mrs. Kahrer
- Mrs. Koestler
- Mrs. Masterson
- Mrs. McCarthy
- Mrs. Pizanie
- Mrs. Ridge
- Mrs. Stetson
- Mrs. Zoccoli



Building a Team

Mission

Hazlet Township Public School's parents, educational practitioners, and community members will work together to ensure high quality preschool through grade four early childhood program implementation that accelerates all children's social, emotional, cognitive, and physical development.

Vision

The council is to serve as an advisory board to the Central Office Administration and Board of Education of the Hazlet Township Public School District. Members of the council will be encouraged to participate in discussion groups and professional development activities. As home, school and community partnerships are formed and solidified, we will work collaboratively to further develop Preschool through Grade Four programs.





Core Values

- Base our work on knowledge of how children develop and learn
 - Appreciate and support the bond between the child and family
 - Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
 - Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
 - Acknowledge families' child rearing values and their right to make decisions for their children
 - Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.
- 
- 



Goals of this Committee

- Develop Hazlet Township Public School District Strategic Plan to create a safe, reflective, and inclusive space for children to develop their identities
 - Increase the extent of educational experiences for all young children Preschool through Grade Four.
 - Assess needs and priorities for Early Education (Preschool - Grade 4) in promoting diversity, equity, inclusion, tolerance and belonging on topics including gender and sexual orientation, race and ethnicity, disabilities, religious tolerance and unconscious bias
- 
- 



Please Understand...

1. This committee will NOT disrespect any participating member or any member of the Hazlet community.
2. This committee will NOT write curriculum or policy.
3. This committee will NOT make decisions for the schools or the district.

The purpose of the committee is to provide feedback that will help inform decisions made by administration, educators and the Board of Education.



We are in this together



● Finn - 8 Years Old



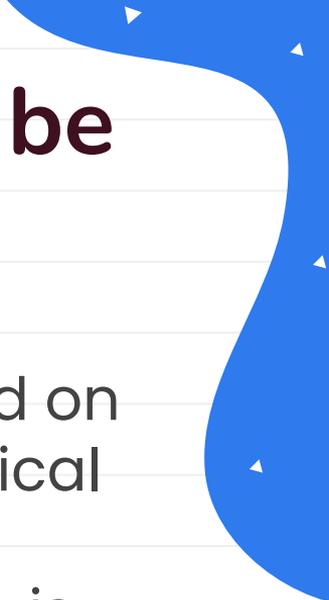
Addressing the Inaccuracies



Rumor: Critical Race Theory will be taught in Hazlet



The Hazlet School District writes curriculum based on the New Jersey Student Learning Standards. Critical Race Theory is NOT mentioned in the New Jersey Students Learning Standards at all and therefore, is not being taught in our district. Unless the standards change to address this topic, our curricula will not change to address this topic.



Fact: Diversity, Equity & Inclusion will be taught in Hazlet

"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."
(C.18A:35-4.36a)

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.

NAEYC Equity Position Statement

NAEYC

National Association
for the Education
of Young Children

Each child will:

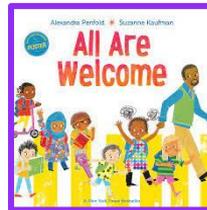
“-demonstrate self-awareness, confidence, family pride, and positive social identities;”

“-express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring human connections across diverse backgrounds;”

“-increasingly recognize and have language to describe unfairness (injustice) and understand that unfairness hurts; ”

“-have the will and the skills to act, with others or alone, against prejudice and/or discriminatory actions.”

P-4 DEI Common Language & Understandings:



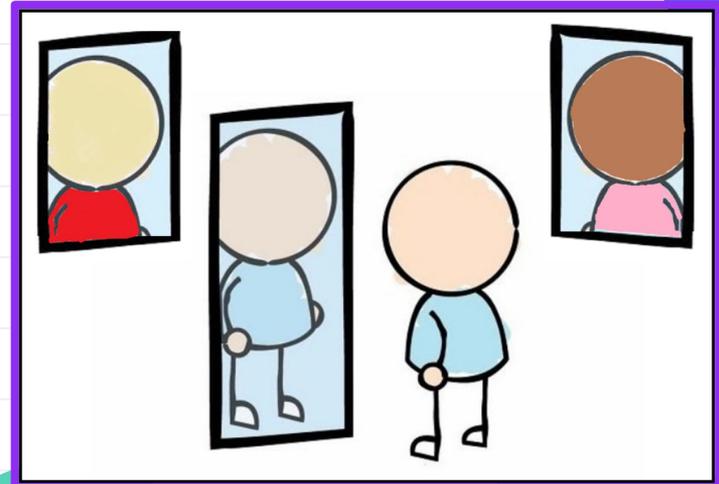
- ★ Diversity- The whole child is unique & will be recognized and accepted for individual differences.- “Friends”
- ★ Inclusion- Every child feels included as someone who is a valued member of a group. -“All Are Welcome” SEL District Initiative
- ★ Equality- means having access to equal opportunities, no matter the race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.-School and District Wide Themes and Events=Personalized Learning District Initiative
- ★ Equity-means making the playing field level.-Open-ended play materials, welcoming environments, literature libraries, targeted Interventions... to set children up with the foundational building blocks for equity.

An Appropriate Place in the Curriculum...

Developmentally Appropriate Practice (DAP) , **NAEYC POSITION STATEMENT:** “A well-designed developmentally and culturally relevant curriculum avoids and counters cultural or individual bias or stereotypes and fosters a positive learning disposition in each area of the curriculum and in each child.”

The curriculum should provide mirrors so that children see themselves, their families, and their communities reflected in the learning environment, materials, and activities. The curriculum should also provide windows on the world so that children learn about peoples, places, arts, sciences, and so on that they would otherwise not encounter. In diverse and inclusive learning communities, one child's mirrors are another child's windows, making for wonderful opportunities for collaborative learning.

NAEYC DAP



Children's Books and Windows & Mirrors

Children can find themselves, their families, and their communities reflected and valued in quality children's literature. When students read books where they see characters like themselves who are valued in the world, they feel a sense of belonging.





New Jersey Preschool Teaching and Learning Standards

Social Studies, Family and Life Skills Standards

- 6.1: Children identify unique characteristics of themselves, their family, and others.
- 6.3: Children will demonstrate knowledge of neighborhood and community.
- 6.4: Children develop an awareness of the cultures within their classroom and their community.

● “Supporting diversity in early childhood programs is a two-pronged process: helping children to feel good about themselves, their families, and their communities, and also exposing children to differences, things that are unfamiliar, and experiences beyond their immediate lives.”

● Francis Wardle, Ph.D Wardle, F. (n.d.). Diversity in Early Childhood Programs.

●

●



Rumor: Sex education is going to be taught in kindergarten



Members of the community and outside organizations have spoken at recent board of education meetings expressing concerns that our youngest learners will be exposed to very mature content in our health curricula.





Fact: Health/Physical Education Standards are changing for the 2022 School Year



The NJ Department of Education is requiring all school districts to update their health curricula for the 2022 school year with the newly adopted standards. These following standards include some sensitive topics:





2020 New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education
2.1 Personal and Mental Health by the End of Grade 2

Personal Growth and Development

Core Idea	Performance Expectations
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	<ul style="list-style-type: none">• 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.• 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.• 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Pregnancy and Parenting

Core Idea	Performance Expectations
All living things may have the capacity to reproduce.	<ul style="list-style-type: none">• 2.1.2.PP.1: Define reproduction.• 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Social and Sexual Health

Core Idea	Performance Expectations
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	<ul style="list-style-type: none">• 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.• 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
Families shape the way we think about our bodies, our health and our behaviors.	<ul style="list-style-type: none">• 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.• 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
People have relationships with others in the local community and beyond.	<ul style="list-style-type: none">• 2.1.2.SSH.5: Identify basic social needs of all people.• 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.



Standards vs Curriculum

- The New Jersey Department of Education writes the standards
- Standards are updated every 5 years by the NJDOE

- The District, most importantly the teachers, write the curriculum
- Curriculum is written with the standards in mind but it is also written with our students in mind
- The District is responsible for the review and purchase of curricular materials for use in the classrooms.
- We have until September 2022 to board approve the health curriculum that will be taught next school year.
- We will consider the input of the ECAC when updating our current curriculum for next year.



When “Family Life” is taught...



-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

A parent or guardian will be notified of upcoming lessons and will ALWAYS have the option to remove their child from the classroom for that lesson or series of lessons. Our teachers will approach these subjects delicately and professionally as they always have.



Typical 1st and 2nd grade weekly schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	Science	Health	Science	Health	Science
2	Reading	Reading	Reading	Reading	Reading
3	Writing	Writing	Writing	Writing	Writing
4	Language Arts spelling/handwriting				
5	Physical Ed	Physical Ed	Music	Computers	Art
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Social Studies/Math	Social Studies/Math	Social Studies/Math	Social Studies/Math	Social Studies/Math
8	Math	Math	Math	Math	Math
Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



In closing...

- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
- Acknowledge families' child rearing values and their right to make decisions for their children
- Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.

We look forward to working TOGETHER to provide the best education for OUR children.



References

National Association for the Education of Young Children. (2020). *National Association for the Education of Young Children*. NAEYC

Reach Out and Read. (2020) *Reach Out and Read Initiatives – Reach Out and Read*

State of New Jersey Department of Education. (2021). *Division of Early Childhood Education*. Division of Early Childhood Education

State of New Jersey Department of Education. (2021). *Early Childhood Advisory Council (ECAC)*. Early Childhood Advisory Council (ECAC)

State of New Jersey Department of Education. (2021). *Comprehensive Health and Physical Education NJSLS 2020* Comprehensive Health and Physical Education NJSLS 2020 (June)

We Are Teachers.(2018). *What Are Mirrors and Windows?* What Are Mirrors and Windows?



Thank You