

Temple Israel Community Forum

Wednesday, March 13, 2024

7:30 pm



Welcome and Introductions

- **Rabbi Michael S. Friedman, Temple Israel
Rabbi Jeremy Wiederhorn, TCS**
- **Stacey Sobel, CT Regional Director at ADL**
- **Thomas Scarice, Superintendent, Westport Public
Schools**

Agenda for the Evening

- **Prevention & Responding to Bias Incidents**
 - **Prevention**
 - **Staff Training and Professional Development**
 - **Curriculum and Instruction**
 - **Social/Emotional Learning (SEL)**
 - **Student Clubs & Activities**
 - **Special Events**
 - **Parent Outreach**
 - **Responding to Bias Incidents**
- **Q & A Submitted from Audience**

Professional Development

Districtwide Professional Development:

- Implicit Bias, Microaggressions & Discrimination
- Triangle Center: LGBTQ 201-Allyship in Practice
- ADL: Becoming an Ally-Responding to Name Calling and Bullying

Additional Professional Development:

- ADL Anti-Bias Workshop (Middle Schools)
- ADL Anti-Semitism Training (Pre-K, Elementary)
- ADL Echoes & Reflections Training (6-12 Social Studies)
- Restorative Practices (High School)

Other Training:

- Staff Book Clubs
- Staff Meeting Activities

Curriculum & Instruction

- **Overview**
- **Progression of Content**
- **Holocaust Education**
- **Response to Questions**

Progression of Holocaust Learning

Grades K-5	Grades 6-8	Grades 9-12
Empathize with and understand individual accounts about people, places, and events in history. →	Empathize with and understand individual accounts about the Holocaust. →	Empathize with and analyze individual accounts about the Holocaust.
Explain the value of diversity and the dangers of bias, prejudice, and discrimination in school and community contexts. →	Connect the value of diversity and the dangers of hate, bias, prejudice, and discrimination to school, community, and broader historical contexts. →	Contextualize the value of diversity and dangers of hate, bias, prejudice, and discrimination to broader historical, political, and economic contexts.
Explore themes that will be relevant during the study of the Holocaust in middle school. →	Investigate historical and geographic themes and concepts related to the Holocaust, genocide, and global human rights issues. →	Apply, connect, and synthesize themes and concepts related to the Holocaust, genocide awareness, and global human rights issues using social science disciplinary practices.

Focus of Curricular Content

Grades 6–8

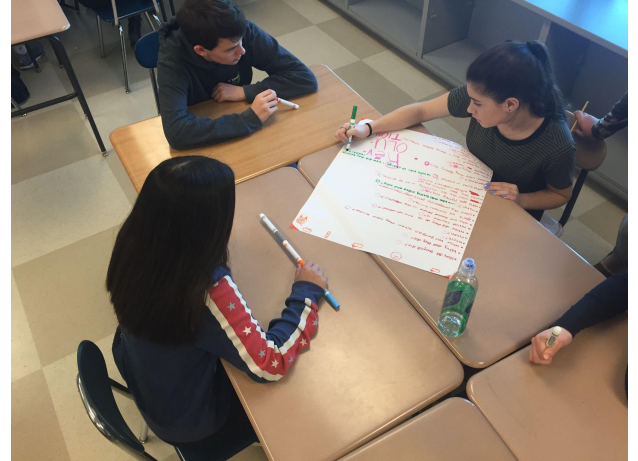
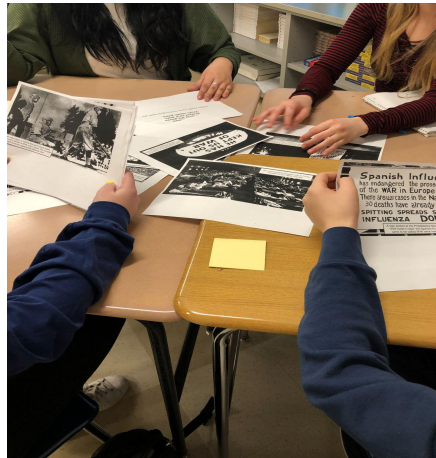
- Foundational concepts and themes
- Geography
- Historical context
- Primary sources
- Material culture

Grades 9–12

- Application of concepts and themes
- Historical, political, economic, and geographic contexts
- Primary sources
- Material culture

Connecticut Elementary and Secondary Social Studies Standards

These new content standards were approved by the CT State Board of Education in October 2023. We are currently engaged in a program review and are conducting a self-study to assess the alignment of the new standards with existing curriculum.



Connecticut Elementary & Secondary Social Studies Standards

“Today, as the challenges to human rights and democracy have proliferated across the globe and domestically, we renew and expand that commitment, highlighting the need for education not only *about* human rights, but *through* human rights and *for* human rights.”

– National Council for the Social Studies, 2021

Social Emotional Learning (SEL)

Elementary School

- Responsive Classroom (PreK-5)
- RULER (PreK-5)
- Second Steps & Anti-Bullying Training (K-5)
- ADL Identity - Based Bullying Lesson (Grades 4, 5)

Middle School

- DBT (Dialectical behavior therapy training)
- PrimeTime & Connections Student Advisories
- iMentor Internet Safety Programming

High School

- Connections
- Restorative Practices



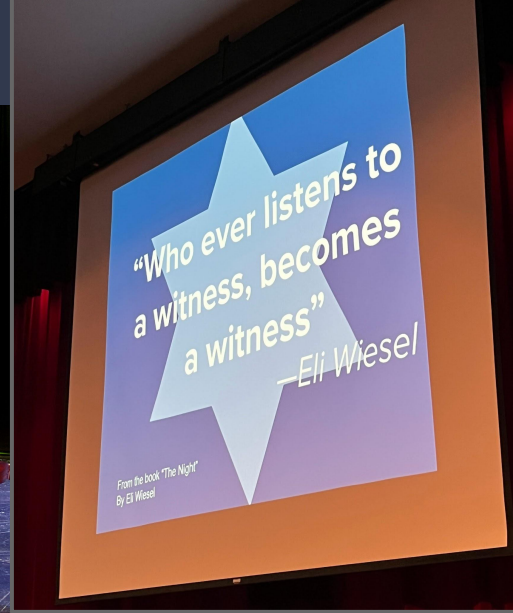
Student Clubs & Activities

- Safe & collaborative environments
- Student interest-driven
- Foster essential skills, creativity, problem-solving, divergent thinking, teamwork
- Build relationships & trust between students; with staff advisors
- Enhance school culture & climate.



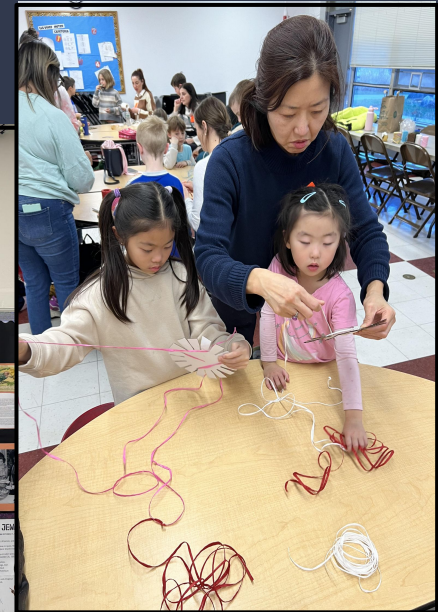
Special Events

- Inclusive Schools Week
- Community Fun Day
- Cultural Arts Performances
- Assemblies with Guest Speakers
- Heritage Month Celebrations
- You Be You Day
- Whole School Meetings



Parent Outreach

- Parent DEIB PTA Reps
- Parent DEIB/PTA Coffee Events
- Parent DEIB Bulletin Boards
- School/PTA Newsletters
- One Book, One School



Responding to Bias Incidents

[LINK: DIVERSITY, EQUITY, INCLUSION, AND BELONGING: Reporting and Policies](#)



Updated Student Discipline Policy & Code of Conduct

Student Discipline Policy

- Currently being revised through BOE Policy Committee and the BOE
- Draft policy contains additional language on Protected Class Harassment
- Draft policy adds Hate Based Conduct to behavioral infractions

Code of Conduct

- K-12 Code of Conduct currently being reviewed in BOE Policy Committee and with BOE
- Provides high levels of discipline and high levels of support to help students learn expected behaviors
- Investigate, Address, Restore
- Public document with multiple opportunities for feedback (staff, students, families)

BOE Policy Committee - [February 27, 2024](#)

BOE Meeting - [March 7, 2024](#)

Next: BOE Policy Committee March 20, 2024; BOE March 21, 2024

Q & A

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Questions Submitted by Audience

Closing Comments

Rabbi Michael S. Friedman, Temple Israel

Rabbi Jeremy Wiederhorn, TCS