

**Cherry Hill Public Schools  
Cultural Proficiency/Equity/Character  
Education  
Five Year Working Document**

**RESPECT**

**RESPONSIBILITY**

**CITIZENSHIP**

## **What is our Vision?**

In keeping with the Cherry Hill School District's commitment to the pillars of character education, namely respect, responsibility, and citizenship, our vision is to develop a Cultural Proficiency/Equity/Character Education five year plan that addresses the goals, structure and initiatives necessary to strengthen our school community. Our commitment and goal are to create a school climate in which variety by reason of race, ethnicity, religion, gender, sexual orientation, physical appearance, social/economic class, family structure, physical or developmental abilities are considered assets and resources for personal and academic achievement. Our purpose is to teach our children and ourselves to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation.

# What is Cultural Proficiency?

Cultural Proficiency is a mindset, worldview, the way a person or an organization makes assumptions for effectively describing, responding to and planning for issues that are in diverse environments. The Cultural Proficiency Continuum identifies the range of values and behaviors of an individual and/or the policies and practices of an organization reflecting their response to diversity. For some people, cultural proficiency is a paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures. Cultural Proficiency training should first allow individuals to know where they stand in regard to their own culture, beliefs, and values.

## **What is Equity?**

Equity is equality of opportunity with a focus on outcomes and results. Equity causes us to bring attention to addressing the needs of all students and a recognition that not all students are the same. Educational equity is when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, regardless of her or his race, sex, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.

## **What is Character Education?**

Character Education is an educational movement that supports the social, emotional and ethical development of students. It is the proactive effort by schools, districts, and states to instill in students important core, ethical and performance values such as caring for others, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. Character Education provides long-term solutions to moral, ethical, and academic issues that are of growing concern in our society and our schools. Character Education teaches students how to be their best selves and how to do their best work.

# Purpose of the Five Year Working Document

The purpose of the Five Year Working Document is to support the Cherry Hill Public Schools Mission Statement and Board Goals. The specific Board Goals are:

Goal 1. Continue to improve student achievement at all grades levels for all students and decrease achievement gaps where they exist.

Goal 3. Enhance communication and relationships with internal and external stakeholders.

- Promote shared ethical and performance values visibly and comprehensively for students and staff through the district's Cultural Proficiency and Character Education work  
Publish and implement the 5 year plan

## **Goal Statement 1**

Develop a comprehensive leadership team at the district and school levels to administer the planning, implementation, and evaluation of the district's Cultural Proficiency/Equity/Character Education actions. The team should include representatives from key stakeholder groups including the BOE/central administration, schools, staff, students and the community.

## **Goal Statement 2**

Recruit, hire, and retain staff of color (including teachers, administrators, and support staff).



## **Goal Statement 3**

Increase the cultural proficiency of all teachers, administrators, and staff through the adoption and implementation of a framework for culturally responsive teaching and learning.

## **Goal Statement 4**

Increase outreach for the purpose of improved student achievement through community engagement with parents and community members of diverse backgrounds.

## **Goal Statement 5**

Create multiple student opportunities to engage in the process of implementing practices that ensure a culturally proficient school environment.

## **Goal Statement 6**

Review and recommend board policies that specifically address culturally proficient practices and issues around achievement gaps.

## **Goal Statement 7**

All Cherry Hill Public Schools will make a proactive effort to promote the core ethical and performance values of respect, responsibility and citizenship in students and staff members.

The District Cultural Proficiency/Equity/Character Education Advisory Committee has developed a Timeline for the “Action Steps”. The Timeline will assist the committee in keeping track of what is due monthly.

The District Cultural Proficiency/Equity/Character Education Advisory Committee has developed a document with the title of “Administrator considerations for choosing Cultural Proficiency/Equity/Character Education building teams”. This document will assist principals in their selection for building level teams.

We highly commend members of the District Cultural Proficiency/Equity/Character Education Advisory Committee. They have worked as a cohesive team to develop this Five Year Plan (working document) for more than a year. Commendations to the members of the committee:

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