



REMEMBERING THE WORK SO FAR

And prioritizing what's to come.

In 2016, Royal Oak Schools created “Forward Together,” a cultural competence planning outline that evolved to include a community forum. This forum met to hear experiences related to Royal Oak Schools and share what the district was doing around diversity, equity and inclusion. With input from administrators, teachers and the community, the forum prioritized a list of goals related to these topics. The Cultural Competence Engagement Committee is the next iteration of that group intended to share progress related to those goals and provide an educational resource for the community.

The top goals identified by the forum were to:

<p>Ensure diversity is incorporated into the everyday curriculum</p>	<p>Encourage staff participation in cultural competency professional development</p>	<p>Focus on diversity in hiring</p>	<p>Communicate more related to cultural competence</p>
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In the past three years:

<p>More than 24 reports on “Forward Together” progress were presented at televised Board of Education meetings</p>	<p>Students founded the Diversity Club at ROHS; All ROMS students continue to receive daily character education lessons in LEAP classes, focusing on student connections and culturally responsive teaching strategies</p>
<p>Every elementary classroom added 20+ inclusive texts to its library</p>	<p>Parents began the Royal Oak Multicultural Parent Association with school administrators</p>
<p>Staff have attended professional development on topics such as:</p> <ul style="list-style-type: none"> • Courageous Conversations About Race • Pushing Past the Perceptions of Race & Poverty to Attain High Student Achievement • Cultural Proficiency for School Leaders • Social Justice Project for Oakland County • Becoming A Culturally Proficient Educator 	

As a group, we will:

“Serve as an advisory committee of community members, students and staff to discuss and improve the district’s cultural competence work. Together, we will explore topics affecting students and families along the lines of race, religion, sexual orientation, special needs, language and poverty.”