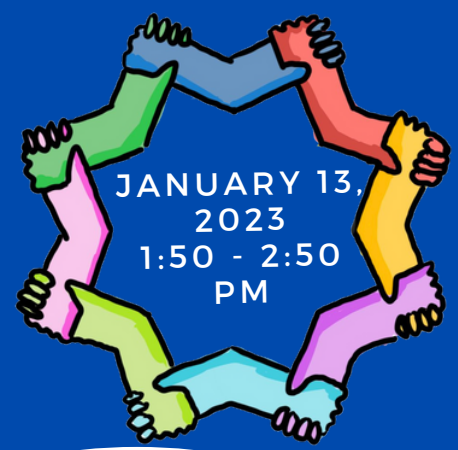


DEI day

WW-P HSN



DEI (Diversity, Equity & Inclusion) Day is a student workshop program at HSN designed to build awareness of issues related to diversity, equity, inclusion, and belonging.

Why DEI Day?

- foster students' skills and understanding with regard to equitable practices
- engage in interactive sessions based on student interest
- inspire students to think or act with greater awareness
- co-create a more just and inclusive school environment

The registration link will be emailed to all students on Wednesday 1/4/23 at 7:40 am. Registration is first come, first served and space for some sessions is limited. Sign up early!




**Registration
opens:**

**January 4, 2023
7:40 am**

- Build knowledge
- Celebrate diversity
- Take action

Questions?

 fay.kim@wwprsd.org

Source: Beth Pandolpho and Fay Kim via Edutopia

DEI Day FAQ

- **Will we be dropping the last block of the day?** No. We will be following the pep rally schedule and you will go to all (slightly shortened) scheduled classes that day.
- **How many sessions can I go to?** All students will attend ONE (1) session from 1:50 - 2:50 pm on DEI Day
- **Will attendance be taken?** Yes. Attendance is mandatory and all sessions will have teachers assigned to take student attendance.
- **Can I switch sessions?** No. Once you sign up for a session, you cannot switch or sign up for a different one, so choose carefully!
- **What if I don't sign up for a session?** All students must attend a session during DEI Day. If you fail to sign up, a session will be assigned for you.
- **I signed up for my session but don't know where it will be. Where do I go?** You will receive an email during the week of 1/9/23 with the room or location of your session.

Special Thanks To

DEI Day Student Committee

Niki Anand, Sonia Chakraborty, Edward Simon Cruz, Brianna Fea, Micah Goldschmidt, Victoria Henry, Ryan Hobdy, Chris Joseph, Dayley Katz, Rhea Kohli, Yasmeen London, Hana Mahmutbegovic, Saranya Mandapaty, Maddy Mau, Deepak Menon, Allison Millinger, Pooja Narayan, Veda Panchagnula, Jennifer Qin, Eesha Srinivasan, Kiran Thomman, Lilith Thompson, Milo Tsai, Ananya Tyagi, Shamitha Yarrabolu

HSN Equity Team

Jen Bard, Kate Carroll, Jess Figueroa, Christine Fityere, Christa Hannon, Telma Juarez-Stucker, Chelsea Julius, Fay Kim, Haley Mangieri, Diane McGovern, Tracy McPhail-Millard, Beth Pandolpho, Rosalyn Washington, Tom Wiley, Jessica Wong

HSN and WWP Administration

Dr. David Aderhold, Superintendent
Dr. Jonathan Dauber, HSN Principal
Megan O'Brien, HSN Asst. Principal
Dr. Fay Kim, HSN Asst. Principal
Anthony Jones, DEI Coordinator
all WWP administration and supervisors
for their support of this program

and all our knowledgeable and generous presenters!

Session Selection Worksheet

Know your top 3-5 sessions in case your first choice is full after registration opens the morning of 1/4/23.

Choice #1 -

Choice #2 -

Choice #3 -

Choice #4 -

Choice #5 -



Session 1 — Equity Ideas Into Action: Local Transit and Infrastructure

The suburbs of NJ just aren't designed for people who are too young to drive or who can't afford a car. Let's change that! We can transform a small rail line, the Dinky, and open it up to bikers and pedestrians to create a vibrant transit corridor between Princeton and Princeton Junction. This 'transitway' would also include dedicated rail-and-bus paths into Princeton's business district. Come join us to discuss and strategize ways to make central NJ more inclusive by making it more accessible.



BRIAN LEVINSON

Brian Levinson teaches World History and a Social Justice elective at High School South. Before becoming an educator, he did policy and advocacy work in New York.

CLASS, INCLUSIVITY, BELONGING

Session 2 — Transforming Education to Reflect our Pluralistic Society

Join us to learn potential action steps and strategies for organizing and advocating for transforming education to reflect our pluralistic society, create a plan for our state and others, and network with like-minded allies.



SIMA KUMAR



DR. KANI
ILANGO VAN

Sima Kumar and **Dr. Kani Ilangovan** are board members of Make Us Visible NJ and The E Pluribus Unum Project. Ms. Kumar is an educator who published an NJEA Review article "Asian American in America's Literary Heritage." Dr. Ilangovan is a psychiatrist. MUVNJ led allies statewide for the successful legislation of AAPI curricula.

RACE, INCLUSIVITY, BELONGING

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 3 – Learn How to Take Initiative in Your Community and Create Positive Change

Learn how to take action against issues that you care about on both a smaller community level and on a state or national level. Together, we will explore ways to use social media as a tool for change, how to organize initiatives, and how to reach out to local leaders and legislators. The goal for this session is to empower students so they can effect change in their community.



ROHAN
LOKANADHAM

Rohan Lokanadham is the Northeast Region Lead in the Chapters Program of the organization Dear Asian Youth (DAY). He is also the DC Hub Lead of DAY Day, in which he leads a federal lobbying initiative to support access to mental health care, LGBTQ+ rights, and fighting against racial inequality.

INCLUSIVITY, BELONGING



BRENDAN MCCANN



KYLE MCCANN

Session 4 – How You Can Promote Change through Service

Join us to learn about various service opportunities and how different organizations try to meet both the short and long-term needs of those they serve. Students will also be challenged to reflect upon some of their preconceived notions regarding service and “those in need.” The goal of this session is for participants to become more globally aware and learn ways that they can promote change.

Brendan McCann teaches Computer Science at HSN; his brother **Kyle McCann** is a personal trainer at Princeton Fitness and Wellness. Both have completed “service years,” working directly with nonprofits in Camden, Denver, and Lehigh Valley such as Laradon, Americorps, and Hopeworks. Their experiences and encounters with those they met have been formative in both of their lives.

INCLUSIVITY, BELONGING

Session 5 — The Power of You: Advocacy and Action

Learn how you can contribute to bettering the world through policy, advocacy, and empathy. Students will leave this session feeling empowered and equipped to speak up for themselves and others, using effective yet peaceful strategies.



EDINA BROWN

Edina Brown is a leader for positive change. As the only minority voice on her town council, she advocated for fair treatment of BIPOC individuals and promoted transparency for every constituent. She continues that work through her organization, Dharma, where she teaches empowerment to marginalized groups and empathy to leaders.

RACE, INCLUSIVITY, BELONGING

Session 6 — Exploring Identity as a Path to Advocacy and Change



MEHGAN FORKEL &
DEVIN PAETOW

In this session, we will reflect on what we need as individuals to feel like we have a safe space to have meaningful and impactful conversations about identity, race, and other diverse groups. 4th grade students from Millstone River will work together with the facilitators to support you to create a Bio Bag — a representation of our internal and external identities. The goal of this session is to model how exploring our identities can become the foundation for developing ideas about what or who we wish to advocate for in the world!

Mehgan Forkel and **Devin Paetow** are co-teachers in a fourth grade inclusion classroom at Millstone River School. Devin and Mehgan seek to inspire HSN students as they learn about the work fourth grade students are doing towards becoming upstanders.

CULTURAL COMPETENCE, BELONGING

Session 7 – Critical Eyes on DEI: Thinking Through Representation and Equity Initiatives

Together, we will critically view cultural artifacts to determine how representation in media and leadership decisions impact our lived realities. We will also explore the ways in which DEI-oriented initiatives can work both for and against equity. The goal of this session is to provide students with a deep understanding of the construction of race, racial projects, and contemporary nuances in conversations about race.



DR. VENKAT
RAMAPRASAD

Dr. Venkat Ramaprasad is an English teacher at WWP HSN, adjunct professor at TCNJ, and director of Heart First, an educational organization engaging DEI-oriented work for teachers, students, administrators, and surrounding communities. He earned his doctorate in curriculum and instruction, with research focusing on education, identity, and late-capitalism.

RACE, INCLUSIVITY, BELONGING

Session 8 – Diversity, Equity, and Inclusion (DEI) in Libraries and Literature



LIZ PALENA

Let's explore the history of DEI in libraries and literature and discover how it has impacted literature today. Students will learn what DEI is, and why DEI is important in libraries and literature. The goal of this session is to have students think about the literature they read, and consider the ways it may or may not reflect both themselves and the world around them, and understand why that is important.

Liz Palena (they/them) is a Youth and Young Adult Services Librarian at the Plainsboro Public Library. They have been working in libraries for over 10 years and use DEI every day when choosing books and planning programs for the library.

RACE, GENDER, LGBTQ+, INCLUSIVITY

Session 9 — Creating Equity in STEAM (CrEST)



DR. RAJA
GUHATHAKURTA

Are you interested in learning about the inequities in STEAM and discovering ways to resolve these inequities? This session will explore three opportunities to engage in STEAM research under the Creating Equity in STEAM (CrEST) umbrella: (1) Shadow the Scientists (StS), (2) Python and Research (PyaR), and (3) the Science Internship Program. The first two are free online programs that run year round, while the third is a fee-based summer program for which need-based scholarships are available.

Raja GuhaThakurta is a Professor, Astronomer, and Department Chair of Astronomy and Astrophysics at the University of California Santa Cruz. He and his colleagues run Creating Equity in STEAM (CrEST) which includes Shadow the Scientists (StS), Python and Research (PyaR), and the Science Internship Program (SIP).

RACE, GENDER, INCLUSIVITY

Session 10 — Being Your Best “Self-Ally” When You Feel You Don’t Belong

Learn strategies to combat the possible negative self-talk that can come with being one of “the only” in a group and feeling like you do not belong. Students will be asked to listen with empathy, see another's perspective, and create actionable steps they can use to gain confidence and support in new situations.



JESSICA CINCOTTA



BARBARA GOULD

After starting her teaching career in the Midwest before moving to South America, where she taught for five years, **Jessica Cincotta** has worked as an elementary principal, high school AP, and currently, the principal of HSS. **Barbara Gould** has served as an administrator in WWP since 2011 as an AP, principal, and now as Director of Counseling, Health, and Wellness. She is pursuing her doctorate at Rider University studying anti-bias practices in the classroom. Together, they are the Co-Chairs of WWP's Equity Strategic Goal.

RACE, INCLUSIVITY, BELONGING

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 11 — Equity in Education: Is School Fair for Everyone?

In this interactive workshop, students will engage in inquiry-based activities in order to understand some of the root causes of the inequities in schools. Join us if you're interested in reflecting on your own identity and biases, examining who has power and privilege, and thinking about the ways we can co-create a more equitable and inclusive experience in WWP.



DIANE CHIOCCA &
ANN MARIE WAIDELICH

Ann Marie Waidelich is a German teacher at Grover MS and has also taught at Community MS and HSN for over 20 years. **Diane Chiocca** is a French teacher at Grover MS and has also taught at HSN. They have presented at state and national level conferences and have won "Best Presenters" at NECTFL. They are scheduled to present at FLENJ in March 2023.

INCLUSIVITY, BELONGING

Session 12 — Creating Mirrors and Windows in our ELA curriculum in K-5



LINDSAY JABLONSKI

Interested in exploring some of the new books students will be reading in grades K-5? Learn about the changes in the K-5 curriculum here at WWP, and how we are using inclusive texts to support all our learners in the classrooms. See what's different than when you were in elementary school, and consider how these changes will positively affect WWP students.

Lindsay Jablonski is the K-5 Supervisor of English Language Arts at WWP and has worked with district teachers and administrators to make sure that we are creating inclusive class libraries and infusing more inclusive books into our curriculum so our students can see themselves reflected and to see windows into others lives.

CULTURAL COMPETENCE, INCLUSIVITY

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 13 – Take Action: Be an Upstander!

MRS 4th and 5th grade teachers and students are excited to offer you an inside look into our latest units. In this immersive experience, our students will guide you through their favorite activities from the Upstander unit, and highlight key takeaways. We will share resources used throughout the unit, and invite you to share ways to improve the work we are doing at the elementary level.



STACEY LINDES



ASHLEY LIPUT

Stacey Lindes is a 5th-grade teacher at Millstone River and has taught 1st and 3rd grades at Maurice Hawk. She also served as a technology coach in all 10 schools in WWP and is a member of the MRS DEIB committee and Equity representative for the Strategic Goals Committee. **Ashley Liput** is a 4th-grade teacher at Millstone River and the current Teacher of the Year. She is currently in her eighth year of teaching and has worked across academic curricula, incorporating equitable practices into everyday lessons. Ashley is a member of the MRS DEIB committee.

INCLUSIVITY, BELONGING

Session 14 – We're Not Playin': How Equity in Athletics Levels the Playing Field



MIKE JACKSON

Join me to learn about the impact that race, religion, gender, sexuality, socio-economics, and ability have on athletics. After increasing awareness of injustices in athletics, we will also learn how to engage in restorative practices that shift our focus from "being right" to "getting it right." Students will put their equity competence to the test as they debate special topics and compete against their peers in a life-sized board game!

Mike Jackson is a former D-1 Athlete, National Champion, 2x CVC Coach of the Year, and HS North Athletic Coordinator. He is the CMS Co-Lead Teacher for Equity and is currently completing his Diversity, Equity, & Inclusivity Certificate at Rutgers University. He has led workshops on #StopAAPIhate, Media Literacy, and Debate.

INCLUSIVITY, BELONGING

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 15 – Disproportionality in School Discipline Policies: How You Can Help Create Alternatives



MARGARET GOLDMAN

Learn how systems of policing and incarceration affect educational opportunities and how school discipline disproportionately harms youth of color. Students will also learn about a community-based alternative school in South Los Angeles that is led by youth of color and does not use police or punishment. This session will engage students in conversation about how their own educational experiences in WWP have been shaped by inequality or privilege and how they can help create alternatives to racist punishment practices.

Margaret Goldman is a Ph.D. candidate at the University of California, Irvine and an educator at a community-based alternative high school in Los Angeles. She is writing her dissertation on the relationship between schools and prisons and on youth-led movements to abolish unfair systems of punishment.

RACE, INCLUSIVITY, BELONGING

Session 16 – Respect or Theft? Exploring the Difference Between Appropriation and Appreciation

The Kardashians and cornrows. Eminem and rap music. Gwen Stefani and bindis. These are just some of the examples we will explore in this session as we discuss the differences between appreciating a culture and appropriating it. In addition to examining cases from music, fashion, and language, we will consider how appropriation can be harmful and we will discuss what it looks like to truly pay homage.



BETH PANDOLPHO

Beth Pandolpho is a Teacher Resource Specialist for Curriculum and Instruction for grades 6-12 in the West Windsor-Plainsboro Regional School District. She taught English for over 20 years, and she is pursuing further education in diversity, equity and inclusivity and teaching for critical consciousness.

RACE, CULTURAL COMPETENCE

Session 17 — Black Representation in Film and TV: Change, Progress, and Imagination

Movies and television play an important role in shaping and reinforcing cultural beliefs and attitudes about race, both in the United States and internationally. This session will discuss some of the most significant contributions by black people to the film and television industry, explore current progress and changes, and create a shared vision of what we imagine for the future.



HSN BSU

The Black Student Union is a student club at HSN formed to give a diverse group of students a voice to advocate for students of color and bring awareness to the controversial issues that center around racial disparities. This club aims to inspire, educate, and encourage while promoting cultural diversity and peaceful coexistence within our community.

RACE, INCLUSIVITY, CULTURAL COMPETENCE

Session 18 — Heritage Celebration Months: So Much More Than Just a Month



MEGAN ERRICO

Learn how Black History, Hispanic Heritage, Women's History, Native American Heritage, and AAPI history months are much more than just monthly celebrations. As they were designed to celebrate the voices of the people far beyond the month, in this session, students will learn how to incorporate a heritage month throughout the whole school year by creating a Pride Month Choiceboard. The goal of this session is for students to become more knowledgeable about each heritage, share their own research and ideas, and lift up everyone's voices throughout the entire year.

Megan Errico is a School Counselor at HSS. Prior to her counseling profession, she taught English for 17 years. As a teacher and counselor, Ms. Errico believes in utilizing lesson plans that teach for critical consciousness. She also believes in teaching traditional works with a new lens that allows for students to develop skills in and understand diversity, equity, and inclusivity.

CULTURAL COMPETENCE, INCLUSIVITY

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 19 – Looking Through the Lens of Gender: Representation of Women in the Media



RANEE ABBRUZZESE

Through viewing a series of short videos, students will analyze media representations of women in politics, journalism, sports, and entertainment, and discuss how these portrayals often reinforce stereotypes and proliferate inaccurate messages. The goal of this session is to empower students to become more critical consumers of media as they understand more deeply that gender representation reflects societal norms and values, and can negatively affect access, opportunities, and freedom for women.

Ranee Abbruzzese is a Special Education teacher at HSN and has taught history for many years both Internationally and domestically. She received her undergraduate degree from Rutgers University-NB in history and women and gender studies with her honors thesis on the impact of neoliberal economic trade on women's identity in Mexico's Maquiladoras. She completed her master's in Labor and Employment Relations.

GENDER, INCLUSIVITY, BELONGING

Session 20 – Hip- Hop and Healthy Masculinity

Hip-Hop is a musical art form that was started in the Bronx, New York in the early 1970's to take aim at the cultural forces of poverty, racism, and discrimination. Today, it is a world wide cultural phenomenon that reaches billions of people through fashion, movies, social media, and sports. Though there are elements of the culture that are progressive, popular hip-hop has become deeply rooted in misogyny, homophobia, and hyper-aggression. This workshop seeks to challenge students to reflect on the dynamic of healthy masculinity through expressions of strength, vulnerability, service and love.

Anthony Jones, the Diversity, Equity and Inclusivity Coordinator for West Windsor-Plainsboro Regional School District, is a dynamic educator who has excelled in various educational and city projects. Anthony holds a B.A. in English and a Master's degree in Public Administration from Rutgers University. He is currently pursuing a doctoral degree at Rutgers University-Graduate School of Education.

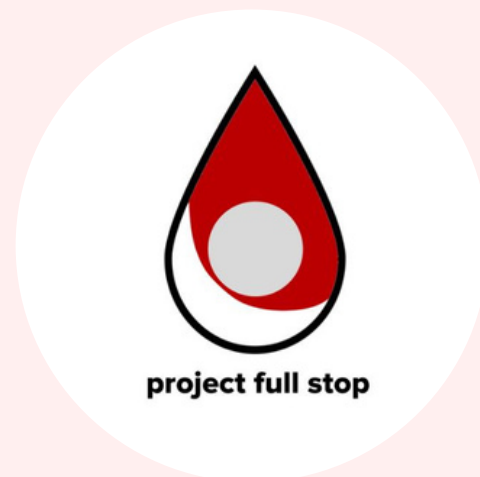


ANTHONY JONES

GENDER, RACE, INCLUSIVITY

Session 21 – Menstrual Equity and Deconstructing Period Stigma

Students will learn how to destigmatize periods by talking about them openly and without using euphemisms. They will also learn about the concept of menstrual equity and how the accessibility of period products impacts people's lives worldwide. The goal of this session is to educate and create an open discussion about periods, a topic that is often met with shame and disgust.



project full stop

PROJECT FULL STOP

Project Full Stop is a student-led initiative at High School North whose aim is to promote menstrual equity and reduce period stigma. We hold weekly meetings, drives, and fundraisers in order to provide period products to people who need them.

GENDER, INCLUSIVITY, BELONGING

Session 22 – Introduction to SOGIE (Sexual Orientation, Gender Identity, and Gender Expression)



HANNAH WIERS

In this introductory session, students will learn about the components and spectrum of SOGIE (Sexual Orientation, Gender Identity, and Gender Expression) identities. Students will discuss the importance of affirming all SOGIE identities and learn ways they can be affirming of others regardless of identity. Students will also discuss how to respond when they make a mistake regarding someone's SOGIE identity.

Hannah Wiers (she/her) is the Health Educator for HiTOPS, a LGBTQ youth focused nonprofit based in Princeton, New Jersey. She teaches a variety of affirming, comprehensive, and medically-accurate sex education topics to youth of all identities.

LGBTQ+, INCLUSIVITY, BELONGING

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 23 – LGBTQIA+: You Matter Too!

Students will celebrate their diverse identities and consider the impact those identities have on their lives. Students will also learn to know and stand up for their rights and self-worth. The goal of this session is for students to practice self-confidence, learn to value their identities in spite of discrimination, and take pride in what makes them unique.



HSN GSA

The High School North Gender-Sexuality Alliance is a club dedicated to enhancing North's LGBTQIA+ community and celebrating their diverse identities. Their work includes hosting fundraisers, planning pride celebrations, and spreading awareness of marginalized genders and sexualities at North.

ABILITY, INCLUSIVITY, BELONGING

Session 24 – Learn and Respond: Self-Advocacy and Destigmatizing Visual Disabilities



SOFIA SCARPA

Learn to use their power of speech to properly communicate and make your opinions, needs, and concerns known while maintaining dignity and respect for others. Students will also learn about the common misconceptions society has imposed upon those with visual impairments along with how they can help create a more compassionate, understanding, and patient community here at High School North.

Sofia Scarpa, a 12th grade student at HSN, is an advocate for disability rights and greater acceptance of alternative or adapted learning methods. Sofia strives to educate others about the common (and often false) misconceptions and stigmas about student with visual disabilities in addition to the importance of self-advocacy among students of all ages, race, and genders.

ABILITY, INCLUSIVITY, BELONGING

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 25 — Discuss And Demystify: Exploring HSN and Disability Culture

Students will learn about common misconceptions surrounding the disability community and start dismantling their negative stereotypes about the disabled experience. They will have the opportunity to discuss observations and suggestions regarding making the HSN community more inclusive and anti-ableist, both physically and socially. Finally, they will learn about the work of the Disabled Student Union and gain ideas for future disability-related activism and perspectives.

The DSU creates a safe space wherein dis/abled students discuss disability identity, disability advocacy, and ableism in-school and beyond. Sessions contain open-ended discussions where members can choose topics, enjoy fun team-building activities, and plan for school/community-wide advocacy efforts. All students—and teachers—are welcome!



WWP DSU

ABILITY, INCLUSIVITY, BELONGING

Session 26 — About Us From Us: An Intro to the World of Disabilities



CHELSEA ALLEN

This session will expose attendees to a community that they may not have had the opportunity to hear from before. In a panel discussion format, students with disabilities will speak about their lived experiences, the importance of using proper language (and what that is), intersectional identities, pride, and the impact of inclusion and belonging. Attendees will leave the session with knowledge on the topic and personal insight. They will feel more comfortable fostering discussions on disability and connecting with people with disabilities.

Chelsea Allen is the Student Assistance Counselor at High School South, and the advisor for the school's climate and culture team, Campaign Dialogue, and the gender and sexuality student alliance, SPECTRUM. One of her primary focuses as an educator is to amplify students' experiences, perspectives and voices.

ABILITY, INCLUSIVITY, BELONGING

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 27 — I Don't Want These Gifts: The Needs of Twice Exceptional Students



DR. REBECCA
MCLELLAND-CRAWLEY

Being gifted isn't all it's cracked up to be. Students will discuss common issues among the gifted such as imposter syndrome, anxiety, and overcommitting. We'll also take a deep dive into twice exceptionality where one's talents may be overshadowed by a disability or special need. Our goal is to better know ourselves and be better self advocates.

Dr. Rebecca McLelland-Crawley has been an educator for over 25 years. She teaches PRISM at Community Middle School and is passionate about helping students reach their full potential.

ABILITY, INCLUSIVITY, BELONGING

Session 28 — Reduce Stress and Build Your Wellness Wheel

This session will provide a refreshing opportunity for students to examine their own health and wellness and how all dimensions of wellness are interconnected and critical to a well-rounded and balanced life. Discussions and activities, such as a stress-reduction kit, will be based on the Wellness Wheel and how students implement wellness into their daily lives.



MARIA PYLE



THERESA RILEY

Maria Pyle is a school counselor, Peer Leader advisor, and AVID 11 counselor at HSN. She has been an 8th grade teacher for 15 years and a high school counselor for 7. **Theresa Riley** has her Masters in school counseling and has been working with and supporting students HSN for the past 18 years. They are excited to have the opportunity to facilitate student-centered discussions aimed at increasing students' awareness of how to create a more inclusive community in their schools.

INCLUSIVITY, BELONGING

Session 29 – A Mindful Approach to Mental Health & Substance Use Disorder

It has been said that “the opposite of addiction is not sobriety but connection.” Whether one is struggling with anxiety, depression, trauma, or substance use disorder, one factor generally remains constant: people need connection. In this session, students will learn about mindful practices that will enable them to be more aware of their own thoughts, emotions, and behaviors, and how they can become more attuned to the warning signs of unhealthy relationships – to self, others, and substances.



CATHY REILLY

Cathy Reilly worked in public education for 28 years as a high school English teacher and Supervisor of English and ESL. Recently, she decided to change careers and received her Master's in Social Work from Rutgers University in 2021. She currently works at Corner House Behavioral Health in Princeton providing individual and group therapy for clients with substance use disorder.

INCLUSIVITY, BELONGING

Session 30 – Minding Mental Health Through the Lens of Diversity, Equity and Inclusion

Students will consider the interplay between mental health and issues of diversity, equity, and inclusion. In addition to focusing on mental health equity, we will discuss the impact cultural identity has on mental health. Students will be better prepared to engage in open, meaningful conversations about mental health and well-being.



JANET HAAG



JENNIFER DELROSARIO



DR. ROBIN LI

Janet Haag has been the Executive Director of NAMI Mercer affiliate of the National Alliance on Mental Illness for over 6 years. She holds two graduate degrees in Clinical Psychology and Formative Leadership and Spirituality. **Dr. Robin Li** is a psychologist with over 20 years of experience in the field of mental health. She works primarily with teens and adults and is an alumna of WWP. **Jennifer DelRosario** is studying social work at Rutgers University - Camden and interning at NAMI Mercer. Jenn hopes to further her career in macro social work, policy, and reform utilizing both her lived and work experiences.

CULTURAL COMPETENCE, INCLUSIVITY

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 31 – Practicing Mindfulness for Self-Reflection, Compassion, and Justice

Learn and explore different mindfulness practices such as guided meditations, journaling, and mindful breathing exercises. The goal of this session is for students to learn strategies that will help them enhance their connection with themselves and others, which is the path to increased equity and justice.



RANDI GREENHOUSE

Randi Greenhouse is a Language Arts teacher at HSN. She has completed training with Mindful Schools and has presented to teachers on how to incorporate meditation in the classroom. Mrs. Greenhouse believes that meditation has the potential to bring wisdom, peace, and calm to those who engage in regular practice and looks forward to sharing the benefits of mindfulness with the students at HSN.

INCLUSIVITY, BELONGING

Session 32 – Tea and Cookies: Exploring and Celebrating Cultures through a Culinary Lens



TELMA JUAREZ-STUCKER

Join Chef Stucker to learn and celebrate how different cultures express themselves through food. In this session, students will explore a variety of flavors and textures by sampling tea and cookies inspired by recipes from around the globe. The goal of this session is to expand awareness and appreciation of cultures that are different from our own.

Telma Juarez-Stucker had a 20-year career in computers before switching paths to be a pastry chef and, for the last 5 years, a high school Culinary Arts teacher. She has had the privilege of living in different countries like Spain, Belgian, Germany, Brazil, Chile, and the USA (Dallas and NJ). This exposure to different cultures, people and food has had a lasting impact.

CULTURAL COMPETENCE, INCLUSIVITY

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 33 – Exploring and Expressing Identity Through Photograms



DANIEL VALENTIN

Explore your own culture and identity by creating a photogram (cameraless photograph) that represents you. Students attending this session will bring in their own objects they feel reflect different aspects of themselves and their culture. A mind-mapping exercise and discussion will aid in visualizing how larger themes can be conveyed through symbolic references. Students will use both their personal objects and cut paper to produce their photograms.

Daniel Valentin is an Art and Photography teacher at WW-P High School North. He has more than 20 years of experience in photography and has recently received a grant to build a more diverse and inclusive photo library for the school. He is actively seeking ways to help individuals express and appreciate their culture and identity.

CULTURAL COMPETENCE, BELONGING

Session 34 – Step Dancing: Step It Up!

Learn about the history and the origin of step and its popularity today among fraternities and sororities on college campuses. Students will then watch sample videos of stepping including WWP-HSS's very own South Side step team, and learn a step routine. The goal of this session is to bring awareness to different cultural expressions and for students to gain an understanding and appreciation for the African American culture.



AMIRAH MUNEER

Amirah Muneer is a Health and Physical Education teacher at High School South. She was captain of her high school step team and also coached a step team at an elementary school in Trenton.

CULTURAL COMPETENCE, INCLUSIVITY

Session 35 — Learn Bollywood Dance

Students will first learn what Bollywood dancing is and how it came to be. They will then learn some basic steps of Bollywood and put that movement to Bollywood music. The goal of this session is to introduce a part of South Asian culture very commonly seen, but rarely understood, in American pop culture. It is also a way for students to get moving and celebrate the culture.



SHIVANI BADGI

Shivani Badgi has studied Kathak (Indian Classical), Bollywood, and Indian folk dance for 22 years. She has performed at Alice Tully Hall, Carnegie Hall, Philadelphia Museum of Art, NBA Halftime Show, Times Square, and more. She directs The Gurukul Performing Arts, a South Asian performing arts school in NJ/NYC.

CULTURAL COMPETENCE, INCLUSIVITY



N'TALIA WILSON

Session 36 — Hip Hop Grooves

Come to our new dance studio to have an interactive learning experience by studying the aesthetics and evolution of hip hop through dance movement. Participants will be led through a warm up highlighting the fundamentals of hip hop and will learn a dance phrase to perform in small groups.

N'Talia Wilson is a performing artist and dance educator at West Windsor Plainsboro Regional School district for grades 6-12. Her most recent career experience includes working with world renowned choreographers and performing as a dancer for the NBA 76ers Dancers, Quad City DJ's, and Caesar's Entertainment.

CULTURAL COMPETENCE, INCLUSIVITY

Source: Beth Pandolpho and Fay Kim via Edutopia

Session 37 — Hips Don't Lie: Latin Dance Lesson Sampler

Latin dance refers to a group of generally partner-style dances that originated in Latin America but have now been adopted and loved all over the world. Dances like salsa, merengue, and bachata have helped express the identities of countries and cultural groups throughout the region. Learn the fundamentals of core Latin dances with internationally renowned dance professional Brian Fortuna in this interactive dance lesson.



BRIAN FORTUNA

Brian Fortuna has starred in hits of both the stage and television, including *Dancing with the Stars*, *Strictly Come Dancing*, and *Burn the Floor*. Brian has toured extensively as a principal dancer, performing at every major venue in both the US and the UK. He performed the dual roles of dancer and host during the *Dancing with the Stars* tours. He excels in Latin DanceSport and Wheelchair Ballroom and is proud to be a teacher and performer for the US Wheelchair Dancing Association.

CULTURAL COMPETENCE, BELONGING

Session 38 — SAASA: Celebrate Diversity through Dance!



HSN SAASA

Join High School North's #1 student-led club to share the richness of South Asian culture through dances, audience interaction, and more! Students will learn about South Asian culture through an interactive presentation and numerous dance performances.

SAASA is the South Asian American Student Association at HSN. It is the largest student-run club with over 250 members. Its mission is to promote South Asian Culture through Indian dances.

CULTURAL COMPETENCE, INCLUSIVITY

Source: Beth Pandolpho and Fay Kim via Edutopia