

One District's Journey on the Pursuit of Equity



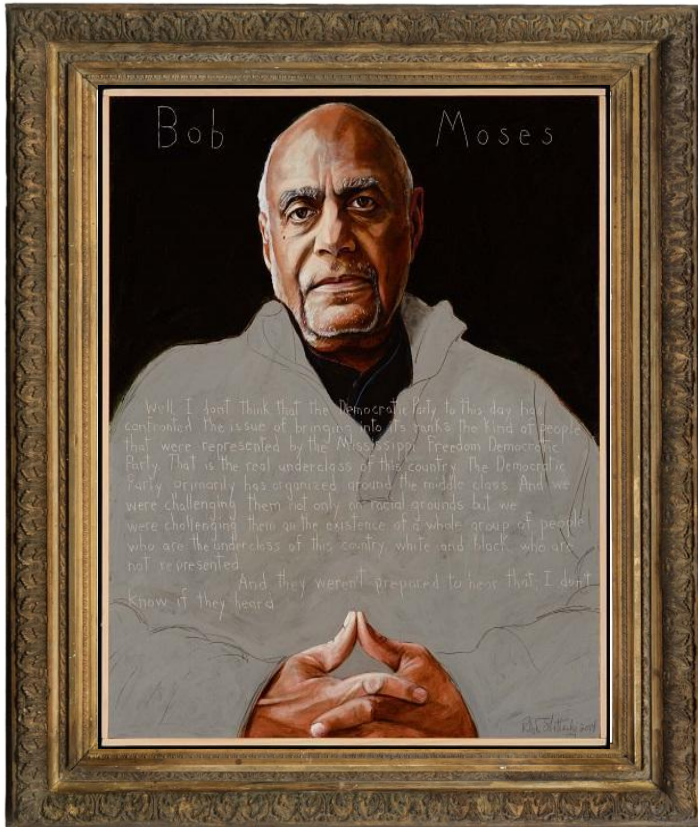
PRESENTED BY:

Patricia L. Haney, Superintendent

Heather Moran, Middle School Principal

Kristi Jansen, Supervisor of Curriculum and Instruction

Robert P. Moses



"...the most urgent social issue affecting poor people and people of color is economic access. In today's world, economic access and full citizenship depend crucially on math and science literacy. I believe that the absence of math literacy in urban and rural communities throughout this country is an issue as urgent as the lack of registered voters in Mississippi was in 1961.

...and I believe that solving the problem requires exactly the kind of community organizing that changed the South in the 1960's" (p. 5).

- *Robert P. Moses, Radical Equations*

Sonia Nieto

“It is easier to adopt a multicultural reader than to assure all children learn to read, to have a concert of ethnic music than to give all children instruments.”



www.sonianieto.com

Sonia Nieto

Kenyan Quote

*Unless the lions
learn how to write,
the hunters will
always write their
stories*



Eleanor Roosevelt

“One of the best ways of enslaving a people is to keep them from education... The second way of enslaving a people is to suppress the sources of information, not only by burning books but by controlling all the other ways in which ideas are transmitted.”

-Eleanor Roosevelt-

Quote Activity



How does your quote resonate with you?
What does it mean? What's your interpretation?

Feeling Empowered to Do the Work

Today's Mission:

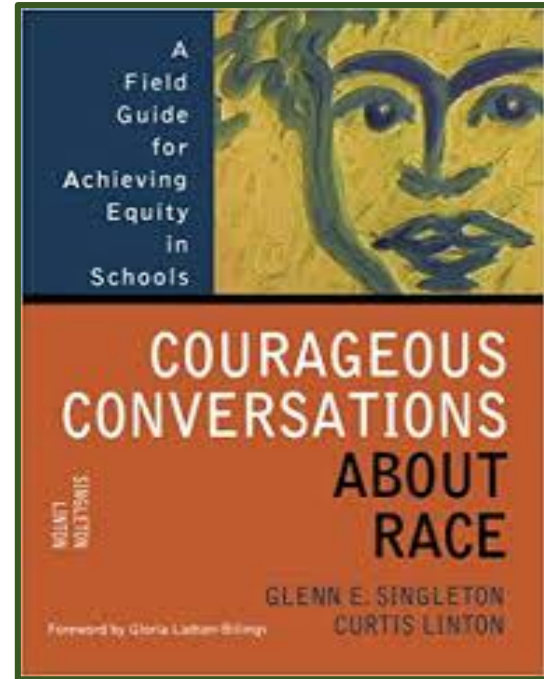
1. Share our process over the past two years
2. Identify resources and committees we used to get started
3. Identify issues to consider in order to affect change
4. Develop a plan of action to use in your own district

Norms and Agreements

Stay Engaged
Speak Your Truth

Experience Discomfort
Expect and Accept Non-closure

Taken from *Courageous Conversations on Race*
by Glenn Singleton



Our District's Journey



Summer
2016



HOW CAN WE
MAKE LARGE
SCALE
CHANGES IN
OUR DISTRICT



**Promoting Positive
School Climate**
Positive Behavioral Interventions and Supports

#BLUELIVESMATTER vs. #BLACKLIVESMATTER

NEW JERSEY
AMISTAD
COMMISSION

Logan Township Mission Statement



LOGAN TOWNSHIP SCHOOL DISTRICT
Logan Township, New Jersey

Equitable Access



Equitable Access Value

Logan Township School District seeks to provide all students, educators, and families with **equitable access** to technology, resources, and educational opportunities. To support this effort, the district will ensure all students and families have access to technology as well as effective training in its usage.

To ensure all students receive the necessary instruction to reach their fullest potential, all Logan Township educators will be provided with a variety of professional development opportunities, time to collaborate with colleagues, and the opportunity to learn and grow along with evolving technology.

All grade levels of students will have the opportunity to interact with the community and world around them beyond the school setting to enrich their understanding of nature, culture, and global awareness.

Celebrating and Promoting Diversity



Celebrating and Promoting Diversity

In Logan Township School District, students will feel that they are valued and **respected** regardless of race, ethnicity, religion, sexual or gender orientation, nationality, or cultural background. To foster this pride, **the schools will provide a curriculum** that encompasses multicultural content and assemblies that celebrate diversity. Additionally, educators will create an environment where students feel comfortable and encouraged to **celebrate their individuality**. Furthermore, our families and community will be a valuable part of the school district by sharing their experiences through open communication and/or participation in school celebrations and programs.

A place where everyone feels valued, respected and celebrated

PD Opportunities Our District Took Advantage Of:

- **Real Talk Series**
- **InService Presentations**
 - Gardy Guiteau
 - Shelley Zion
- **Equity Council**
- **Culturally Responsive Committee Training**
- **Student Voice Training**
- **Small Breakout Sessions**



Activity: Influencers

- Each Person at the table needs a collection of 20 dots (the color of the dot does not matter at all)
- Number the dots 1 thru 20, leaving room on each dot for a set of initials
- For each of the following prompts, record the initials of the **First** person who comes to mind.

Who Influences You?

- Doctor (any type, past or present)
- Partner/person you have had a dating relationship with (current or most recent)
- Neighbor (current or most recent)
- Best Friend
- College Roommate
- Child or God-Child (or other child you have close relationship with)
- Favorite Childhood Teacher
- Favorite Professor
- Favorite Co-Worker
- Spiritual Leader (past or present)
- Star of the last movie you saw
- Author of the last book you read for pleasure
- Favorite food (ethnic group associated with it)
- Person who cuts/styles your hair
- Person you admire as a leader (past or present)
- Favorite Athlete
- Favorite Artists/Performer
- Person in history you would like to meet
- Person who is a great role model
- Favorite Actor or Actress

Why Is This Work Important?

What does this activity tell you about yourself and about the people in this room?

What can this activity tell you about the people in your own district?



Why Form An Equity Council?

An Equity Council is a tangible
representation of what matters
to the
School/District/Community

How We Formed an Equity Council

- **Asked for volunteers who were committed to the District Goal**
- **Administrators, Teachers and Aides were represented**
- **Desired representation from all schools, keeping in mind staff members who are minoritized to broaden the council's perspective**
- **Guided with the support of Rowan's C.A.S.E.**

What Were Our Tasks?

Year 1

In-Depth Training

Met For Three Full Days With The Support of C.A.S.E.

Year 2

Continue To "Professionally Develop" As A Council Throughout This Year

Identify A Core Focus For Our Work:
Microaggressions And Their Impact On School Climate



January 24, 2018
First Official
Equity Council Meeting

WHAT WERE THE Equity Council TOPICS?

CULTURE



identity



PRIVILEGE

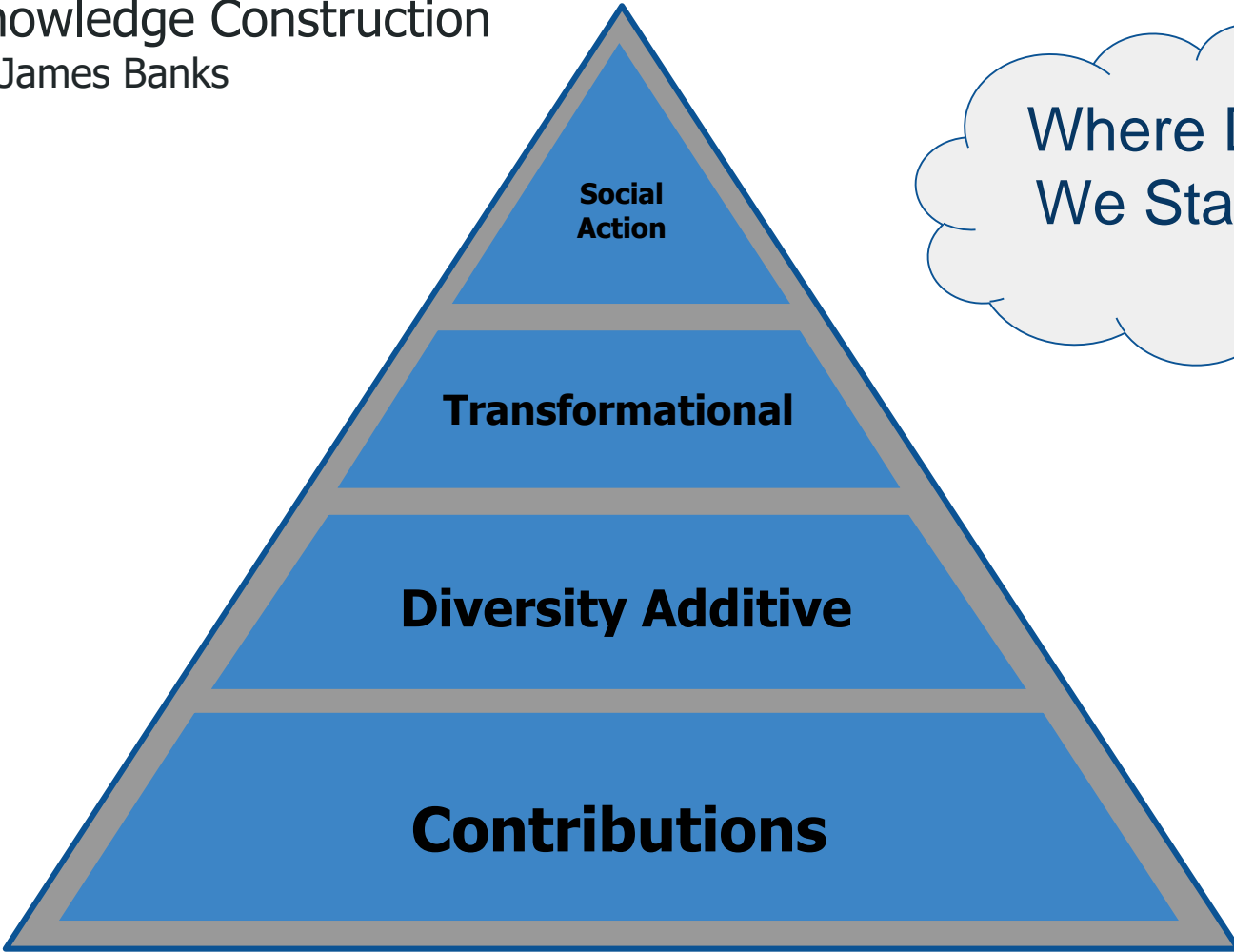


The Danger of a Single Story

[Chimamanda Adichie](#)
[The danger of a single](#)
[story video link](#)

Levels of Knowledge Construction

James Banks



Where Did We Start?

Sharing Our Story

Concerns Over Some Items:

- ❑ Thanksgiving Feast in Grades K&1
 - ❑ Lack of authentic facts; poor representation of historical events
 - ❑ Transition into becoming experts in different Native American Tribes and a Day in the Life of the Pilgrims



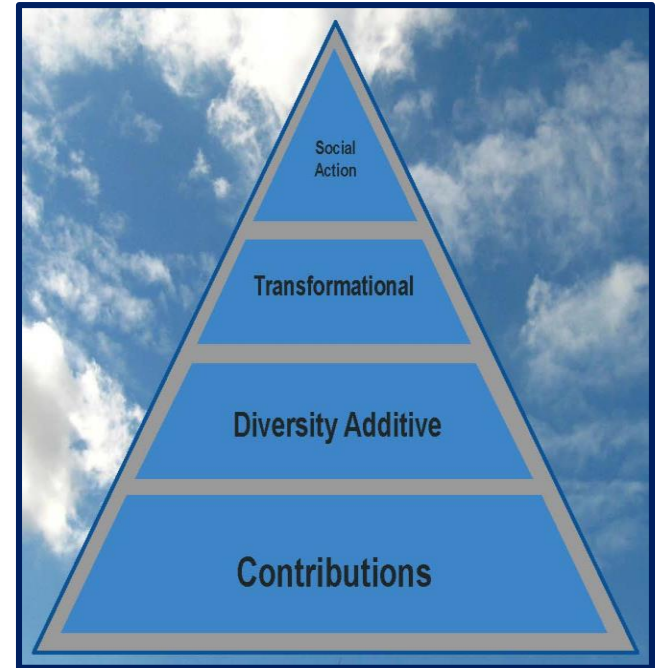
Continuing our Story

Middle School ELA

- ❑ Goal of gaining multiple perspectives while covering all standards and learning goals in Middle School
- ❑ Necessary to create interdisciplinary themes which include Science and Social Studies content while addressing ELA standards
- ❑ Struggles with Block Scheduling
- ❑ Interdisciplinary and tightening up of the content we already teach

Activity: Reflection

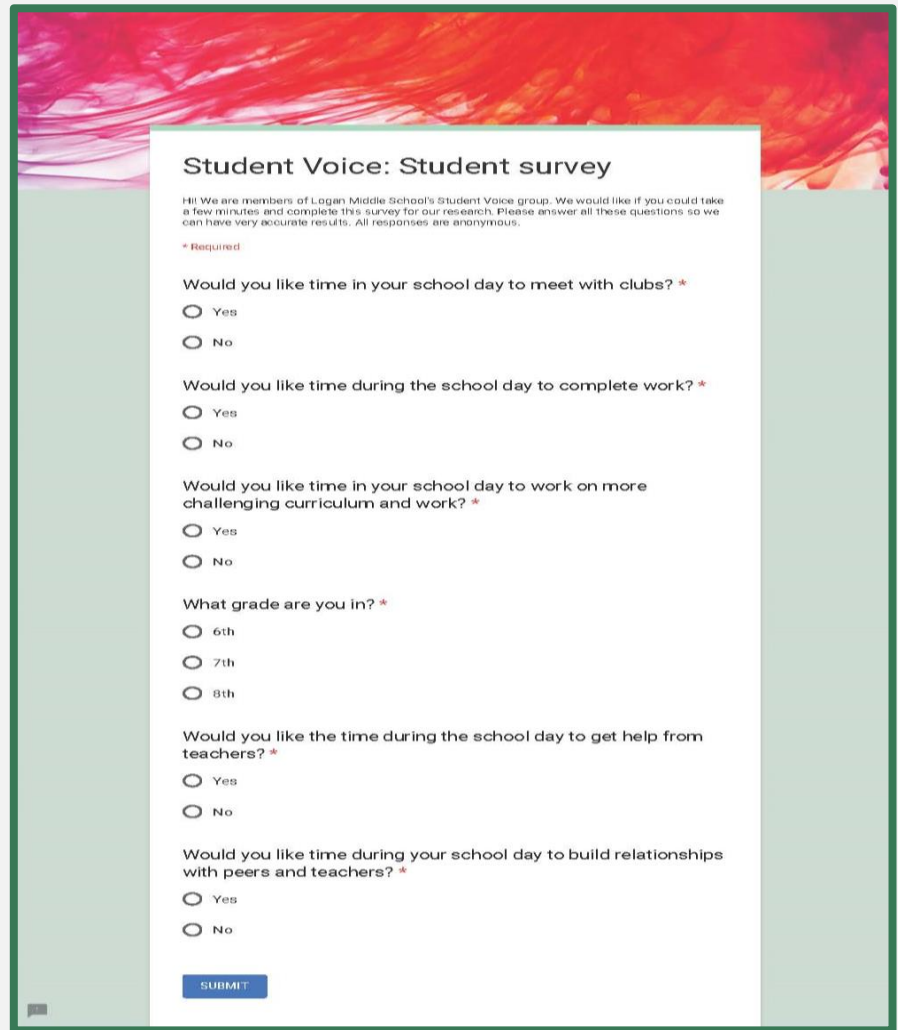
- Select an activity/lesson/celebration from your own district that might present “**Dangers of a Single Story**”.
- How might you attempt to move through the levels of knowledge construction?



Student Voice: Why is it Important?

- Allows students to participate as stakeholders/partners in a place where they spend the majority of their time
- Engages students, parents, and staff in assessing their school and its programs and climates
- Normalizes the giving and receiving of feedback for all stakeholders
- Provides students with the time, space, and power to construct and test their own ideas
- Allows SEL Core Competencies to exist organically in real-world situations and be practiced by students

Student Voice Survey



Student Voice: Student survey

Hi! We are members of Logan Middle School's Student Voice group. We would like if you could take a few minutes and complete this survey for our research. Please answer all these questions so we can have very accurate results. All responses are anonymous.

*** Required**

Would you like time in your school day to meet with clubs? *

Yes

No

Would you like time during the school day to complete work? *

Yes

No

Would you like time in your school day to work on more challenging curriculum and work? *

Yes

No

What grade are you in? *

6th

7th

8th

Would you like the time during the school day to get help from teachers? *

Yes

No

Would you like time during your school day to build relationships with peers and teachers? *

Yes

No

Defining Microaggressions



And Why We Selected It As Our Focus

Video on Microaggressions

**How microaggressions are like
mosquito bites • Same Difference –
Video Link**

Why Microaggressions?

Because **microaggressions** were occurring in school to staff and students. That resonated with the Equity Council.

Where did we begin?

- Training on microaggressions for entire staff in April 2018
- Contest during the last week of school to keep Equity topic current (next slide)

Next hurdle?

- How to collect the data while still maintaining a school environment where teachers felt safe to share



Survey Questions

Microaggressions

Microaggressions: everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

* Required

As part of a self-reflection on microaggressions, have you witnessed any of the following in our school over the past 2 years? Describe any other microaggression that you have witnessed within this timeline in the space provided. *

- Scheduling test or project due date on a religious or cultural holiday.
- Setting low expectations for students from particular groups, neighborhoods
- Failing to learn to pronounce or continuing to mispronounce the names of students after they have corrected you?
- Assigning student tasks or roles that reinforces particular gender roles
- Singling students out in class due to their backgrounds
- Other:

SUBMIT

Microaggressions Part 2

This is the second poll we are taking to get some useful data on microaggressions for our February in-service. By collecting this data, we hope to have a better understanding on which situations occur most frequently at Logan so that we might provide our staff with the tools needed to become more comfortable and knowledgeable when intervening in such a situation.

Have you seen or heard any of the following in our school in the past two years?

- Expecting students of any particular group to represent the perspective of all people in that group (race, gender, etc.)
- Using heteronormative metaphors or examples in class (ex. only using books with straight characters, only showing hetero examples)
- Using gender as a way to organize students in groups
- Assigning projects that ignore differences in socioeconomic status, inadvertently penalizing students with fewer financial resources
- Assuming all students have access to computers to access academic work or school notifications

SUBMIT

Survey Summary

Microaggressions Part 3

Last poll to give the equity council more data on microaggressions that are present in our school.

Have you seen or heard any of these examples of microaggressions in our school over the past two years?

- Assuming that students of an ethnicity speak another language or do not speak English
- Discouraging students from working on projects that explore their own social identities
- Forcing students with non-obvious disabilities to "out" themselves or discuss them publicly
- Ignoring student-to-student microaggressions
- Having students engage in required reading where the protagonists are always white

SUBMIT

Microaggressions Survey 1	# of People	Percentage
Scheduling test or project due date on a religious or cultural holiday.	3/23	13%
Setting low expectations for students from particular groups, neighborhoods	5/23	21.7%
Failing to learn to pronounce or continuing to mispronounce the names of students after they have corrected you?	9/23	39.1%
Assigning student tasks or roles that reinforces particular gender roles	2/23	8.7%
Singling students out in class due to their backgrounds	3/23	13%
Raising of the flag - to boys	1/23	OTHER
Finding fault with brown skin employees no matter what their job title	1/23	OTHER
I don't have any recollection of any of the above things happening in the past two years, nor can I think of any particular incident other than those that would be considered microaggression.	1/23	OTHER
I have little interaction with staff and students on a daily basis	1/23	OTHER
None	1/23	OTHER



Communicating with the District Staff

- [November Equity Council Newsletter](#)
- [January Equity Council Newsletter](#)
- [Charting Our Growth](#)

Logan Township Retweeted



Angelica Magazu @ms_magazu · Jan 24

Really productive Equity Council workshop today. Looking forward to our district's February in-service to further our discussion on all things equity with the rest of the staff. #LoganProud



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Logan Township Retweeted

Things to Consider

- ❑ Providing alternative options on what we currently do to avoid teachers feeling uncomfortable expressing their lack of knowledge of authentic history
- ❑ Importance of leadership to support the teachers
- ❑ Community Push Back
- ❑ Not using the committee as the experts but as the think tank
- ❑ Ultimate goal to have committee members support in PLC Meetings throughout the district
- ❑ Letting the Group transform to the needs in each meeting

What's Next?

- Identify 3 areas in your own district where you might take action to impact issues of equity. List at least one actionable step under each area

Moving From Equality to Justice

Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Our Contact Information

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*Thank
you!*