

Livingston Public Schools & US² Collaboration

Board Meeting Update

June 3, 2025



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Introductions

- ▶ US² Team
- ▶ Livingston Equity Audit Response Committee
- ▶ District Equity Leadership Team Alignment (DELTA)



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How did this work begin?

Equity Audit conducted May/June, 2023 with results shared in December, 2023

- ▶ US² brought in to support LPS in August, 2024
- ▶ First Step: Meeting with Equity Audit Response Committee
- ▶ Second Step: Aligning Goals from Committee with DELTA
- ▶ Third Step: Coaching Building-Based Teams within DELTA



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Equity Audit Response Committee

- ▶ Consisting of all constituent groups (parent, board member, and one staff member from each building)
 - ▶ Reviewed findings from the Equity Audit
 - ▶ Established a theme for the 2024/2025 School Year
 - ▶ Organizational Alignment
 - ▶ Established goals for the 2024/2025 School Year
 - ▶ Sense of Belonging/Authenticity/Relationships
 - ▶ Curate lesson plans with a focus on relationships and authenticity
 - ▶ Expectations/Foundational Components/100%
 - ▶ Establish school-specific interpretation and success metrics for district-level 100%
 - ▶ Define roles, responsibilities, and expectations for DELTA (incl. four roles)
 - ▶ Compile glossary of terms
 - ▶ Environment of Accountability/Restorative Practices
 - ▶ Integrate restorative practices into all classrooms
 - ▶ Provide information to adult constituents regarding restorative practices
- ▶ Received updates mid-year and end-of-year to promote communication and consistency



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Transitioning to DELTA

- ▶ First Meeting
 - ▶ Established expectations and provided working folder
- ▶ Actionable Steps Between Meetings
 - ▶ DELTA completed homework (Book Talk & Lesson Plan Implementation)
 - ▶ US² created lesson plans, updated resources/materials (i.e., glossary, documents)
- ▶ Building-Based Coaching
 - ▶ Dr. Carolyn Strong worked with Burnet Hill, Riker Hill, Mt. Pleasant MS, & Livingston HS
 - ▶ Dr. Tami Dean worked with Harrison, Mt. Pleasant ES, & Heritage
 - ▶ Megan Fuciarelli worked with Collins, Hillside, & District Office



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Lesson Plans

- ▶ Five Lessons for each Grade Level Cluster (K-2, 3-5, 6-8, & 9-12)
 - ▶ Lesson 1: Identity (K-2): Step Right Up



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K-2: Step Right Up

Time: 10-15 min
Objective: Students will identify similarities and differences among classmates to build awareness and appreciation for diversity.
Activity: Students participate in a listening game, "Step Right Up," to explore visible and invisible traits.
Takeaway: Emphasize that everyone is alike in some ways and different in others, making each person unique.
Connection to 100%: Don't assume that all people that are part of a group are all the same; We know everyone is different and has their own gifts.

Procedure:

1. Introduce the activity as a fun listening game to learn about each other.
2. Have students stand in a circle or line and explain the rules: step forward if a statement describes them.
3. Call out statements, starting with simple visible traits (see below for examples) and progressing to preferences or abilities.
 - a. Wearing certain clothing colors
 - b. Hobbies
 - c. Favorite colors
 - d. Pets
 - e. Where they live
 - f. Special skills
 - g. Cultural celebrations
 - h. Languages spoken
 - i. Family traditions
 - j. Family structure
 - k. Hair/Eye color
 - l. Religion
 - m. Name (Number of Syllables, Starting with a specific letter)
 - n. Personal qualities (i.e., kindness, helpfulness, being a good friend)
 - o. Age
 - p. Sports
 - q. Favorite foods
4. Pause occasionally to discuss the groups formed and highlight similarities and differences.
5. Conclude with a statement that includes everyone (e.g., "Step forward if you're in our class") and a brief discussion about how differences make us unique.

Lesson Plans

- ▶ Five Lessons for each Grade Level Cluster
 - ▶ Lesson 1: Identity (K-2): Step Right Up
 - ▶ Lesson 2: Diversity (6-8): Understanding Perspectives



6-8: Understanding Perspectives

Time: 15-20 min

Objectives:

- Students will be able to define 'perspective' and explain how it is shaped by individual experiences and identities.
- Students will be able to analyze scenarios from multiple perspectives.
- Students will be able to practice empathy and understanding when encountering different viewpoints.

Activity: Students will participate in an activity discussing the impact of their lived experiences on perspective.

Takeaway: Emphasize that lived experiences shape the way we see the world.

Connection to 100%: Ask clarifying questions and seek to understand one another; Respect differences.

Procedure:

1. Begin by asking students to define the word 'perspective'. Discuss how our perspectives shape how we see the world and how they are influenced by our experiences, backgrounds, values, and beliefs.
 - a. Perspective: The way a person sees and understands the world, shaped by their individual experiences, beliefs, values, cultural background, and/or identity.
2. Present a scenario or dilemma with multiple perspectives (examples provided below). Have students physically move to different areas of the room to represent different viewpoints. Facilitate a discussion where students explain their chosen perspectives and consider how their lived experiences have impacted their decision(s).
 - Scenario 1: The School Dance
 - Prompt: The school is planning a school dance, but there's a new rule about music that can be played (i.e., needing to be censored).
 - Designated Areas:
 - "Censored" corner: For students who support the new rule.
 - "No Censoring" corner: For students who oppose the new rule.
 - "Undecided" middle ground: For students who haven't made up their minds.
 - Discussion Prompts:
 - Why do you think music should be censored/not censored?
 - How can we make the dance safe and fun for everyone?
 - How have your lived experiences (i.e., exposure) influenced your decision?

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- ▶ Lesson 1: Identity (K-2): Step Right Up
- ▶ Lesson 2: Diversity (6-8): Understanding Perspectives
- ▶ Lesson 3: Justice (9-12): No More Harassment



9-12: No More Harassment

Time: 15-20 min

Objective: Students will be able to identify and analyze situations of harassment in interpersonal relationships.

Activity: Brainstorming activity to identify incidents of harassment and identifying resources for support.

Takeaway: Emphasize that everyone deserves to be treated with respect and dignity.

Connection to 100%: Acknowledge the difference between impact and intent.

Age-Appropriate Definitions: (focus on Harassment of HIB: Bullying & Intimidation were discussed in 3-5 & 6-8 lessons)

- Justice: Ensuring that people are treated fairly, with respect and dignity, and that everyone has equal access to opportunities.
- Harassment: Unwanted behavior that targets someone based on their race, religion, gender, sexuality, and/or other personal characteristics. It can include verbal abuse, physical abuse, offensive materials, and/or online targeting – creating a hostile environment. Harassment is a form of bullying and including within the HIB Policy.

Preparation:

1. Review HIB Policy: <https://www.njsba.org/resources/school-safety-addressing-harassment-intimidation-and-bullying/>

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- ▶ Lesson 4: Action (6-8): Mary McLeod Bethune



6-8 Mary McLeod Bethune

[Mary McLeod Bethune | Learning for Justice](#)

Time: 15-20 min

Objective: Students will learn about a lesser-known figure that worked toward equity before the Civil Rights movement.

Activity: Reading an interview with Mary McLeod Bethune and making connections to self (to spark action).

Takeaway: Students learn about different ways to take action.

Connection to 100%: Ask clarifying questions and seek to understand one another.

Cross-Curricular Connections:

- Social Studies: Pre-Civil Rights Activism
- Science: Impact of social factors on living conditions
- ELA: Interview Techniques

Preparation and Materials:

- Interview with [Mary McLeod Bethune](#)

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BEYOND ROSA PARKS

Interview with Mary McLeod Bethune

This document is a transcript of an interview apparently conducted in about 1939 or 1940 by Dr. Charles Spurgeon Johnson, an authority on race relations who chaired the Sociology Department and was later the first black president at traditionally-black Fisk University.

I think that possibly the first and real wound that I could feel in my soul and my mind was the realization of the dense darkness and ignorance that I found in myself—when I did find myself—with the seeming absence of a remedy. What I mean by that was the recognition of the lack of opportunity. I could see little white boys and girls going to school every day, learning to read and write; living in comfortable homes with all types of opportunities for

which I was born. She kept up these relations. Very often I was taken along after I was old enough, and on one of these occasions I remember my mother went over to do some special work for this family of Wilsons, and I was with her. I went out into what they called their play house in the yard where they did their studying. They had pencils, slates, magazines and books.

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- ▶ Lesson 5: Different Perspectives (3-5): Same & Different; Listening Closely

3-5: Same and Different: Listening Closely

Time: 15-20 min

Objective: Students will listen carefully to each other's experiences and notice both shared and different perspectives.

Activity: Students engage with partner interviews to find a connection.

Takeaway: Listening helps us discover new ideas and respect the many different perspectives in our community.

Connection to 100%: Work to ensure everyone feels welcome here; Ask people how they are feeling; We ask each other questions to learn more about one another.

Procedure:

1. Students pair up with someone they don't sit near often.
2. Each person shares a response to a prompt (teacher provides one at a time- additional prompt options below to choose):
 - a. "Describe a place you love visiting"



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100%s

Elementary

Portrait of a Graduate/ 100%s	Conscientious Friend	Independent Thinker	Balanced Individual	Thoughtful Communicator	Collaborative Leader	Motivated Learner
Staff & Students						
Work to ensure that everyone feels welcome here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Take steps to make someone feel better if we hurt them, even if we did not mean to hurt them. If you broke it, you fix it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ask people how they are feeling. We ask each other questions to learn more about one another.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will think about how our words will make other people feel, because we know that everyone is different and has their own gifts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use kind words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Building Level Crosswalks



Hillside Crosswalk

LPS 100% ^s	PORTRAIT of a GRADUATE	DELTA LESSONS
Work to ensure everyone feels welcome here.	<ul style="list-style-type: none"> Conscientious Friend Thoughtful Communicator Motivated Learner 	<ul style="list-style-type: none"> Justice K-2, 3-5 Action K-2, 3-5 Perspectives K-2, 3-5
Take steps to make someone feel better when we hurt them, even if we did not mean to hurt them. If you broke it, fix it.	<ul style="list-style-type: none"> Thoughtful Communicator Collaborative Leader 	<ul style="list-style-type: none"> Justice 3-5
Ask people how they are feeling. We ask people questions to learn more about one another.	<ul style="list-style-type: none"> Independent Thinker Motivated Learner 	<ul style="list-style-type: none"> Diversity K-2, 3-5 Perspectives K-2, 3-5
Think about how our words will make other people feel because we know everyone is different and has their own gifts.	<ul style="list-style-type: none"> Balanced Individual Collaborative Leader 	<ul style="list-style-type: none"> Identity K-2, 3-5 Diversity K-2, 3-5 Justice 3-5
Use kind words.	<ul style="list-style-type: none"> Thoughtful Communicator 	<ul style="list-style-type: none"> Justice 3-5

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Job Title: Building Equity Coach

Job Goal: The Building Equity Coach will assist with the design, coordination, and implementation of programs, policies, and practices aimed at fostering a more equitable and inclusive school environment. The individual in this position will facilitate leadership development and support centered around awareness and understanding in the use of an equity lens, with a particular focus on building a strong and inclusive school community while integrating the 100%^s.

Roles and Responsibilities:

- School Climate and Culture:**
 - Work with school leadership to create a welcoming and inclusive school environment for all students, families, and staff.
 - Support the creation and implementation of restorative justice practices.
 - Work with the Student Equity Advisor to organize school-wide events and initiatives that celebrate diversity and promote cultural awareness.
- Community and Family Engagement:**
 - Build strong relationships with families and community partners.
 - Facilitate workshops and training sessions for parents/guardians on topics related to equity and inclusion.
 - Engage community organizations and resources to support the district's equity goals.
 - Represent the school at district-wide equity events and initiatives.
- Data Analysis and Progress Monitoring:**
 - In collaboration with the building equity team and administration, collect and analyze data on student achievement, discipline, and attendance to identify disparities within identity groups.
 - In collaboration with the building equity team and administration, develop and implement action plans to address identified disparities.
 - In collaboration with the building equity team and administration, regularly monitor and evaluate the effectiveness of equity initiatives.
- Collaboration and Leadership:**
 - Lead the building-based equity team.
 - Collaborate with DELTA and participate in appropriate professional development, data analysis, and/or expectations set forth by that team.
 - Serve as a resource and advocate for equity within the school community.
 - Any other responsibilities as assigned by the Assistant Superintendent of Equity, Inclusion, Intervention, & Inspiration and/or Building Administration.

Key Success Indicators (KSIs): in collaboration with building and district administration and in partnership with DELTA, Equity Coaches will contribute to...

- Enhanced School Climate:**
 - Improved staff morale and cultural competency.
 - Stronger relationships between the school and families, particularly those from underrepresented communities.
 - Greater family and community engagement in school events and initiatives.
- Implementation of Equity Initiatives:**
 - Successful implementation of culturally responsive teaching practices.
 - Effective integration of restorative justice practices.
 - Increased participation in diversity, equity, and inclusion professional development.
- Data-Driven Decision Making:**
 - Regular collection and analysis of data to identify and address disparities, in conjunction with the building equity team and administration.
 - Development and implementation of data-driven action plans, in conjunction with the building equity team and administration.
 - Continuous monitoring and evaluation of equity initiatives, in conjunction with the building equity team and administration.

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Glossary of Terms



LIVINGSTON PUBLIC SCHOOLS DELTA GLOSSARY



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Glossary of Terms

DEI	Diversity, Equity, & Inclusion (see below for definitions)	
JEDI	Justice, Equity, Diversity, & Inclusion (see below for definitions)	
DEIA	Diversity, Equity, Inclusion, & Accessibility (see below for definitions)	
DEIB	Diversity, Equity, Inclusion, & Belonging (see below for definitions)	
ABLEISM	Discrimination, prejudice, and/or stereotyping based upon someone's perceived, or actual, ability (inclusive of intellectual and physical).	Example: A professor refuses to provide a student with extended time on exams as an accommodation for their diagnosed learning disability, claiming it's "unfair" to other students. This denies the student equal opportunity to demonstrate their knowledge.
ACCESSIBILITY	Focuses on ensuring that environments, resources, and opportunities are available and usable by people of all abilities. This includes physical accessibility, digital accessibility, and access to information.	Examples: Ensuring that websites and digital content are compliant with accessibility standards; Providing sign language interpreters or captioning for meetings and events; Designing physical spaces with ramps, elevators, and accessible restrooms.
ACTIVE LISTENING	Fully concentrating on what someone is saying, rather than passively hearing them. It involves paying attention to both verbal and non-verbal cues, asking clarifying questions, and reflecting back what you've heard to ensure understanding.	Example: Instead of interrupting or planning their response, a listener focuses on the speaker's words, body language, and tone of voice. They ask questions like, "Can you tell me more about that?" or "It sounds like you're feeling frustrated, is that right?" to show they are engaged and seeking to understand.
ADVOCATE	Fifth stage within Metamorphushtice™. Characterized by a desire to take action on behalf of others - and not necessarily with the permission of those they are speaking up for. In order to move past this stage, a level of empowerment is necessary.	Example: Someone sees someone being treated poorly in a public environment and steps in (without asking the target of the poor behavior if they would like help). In some cases, this would be welcomed and helpful; in other cases, it could actually cause more difficulties for the target (i.e., if they are in an abusive relationship).

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CARES® Certification

- ▶ With Courage, Acceptance, Respect, and Empathy, you will see Success!
- ▶ Courageous Conversations
- ▶ Intersectionality of Lived Experiences
- ▶ Restorative Practices & SEL (Social Emotional Learning)
- ▶ Culturally Responsive Pedagogy
- ▶ Sustainable Goals



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Restorative Practices

**International Institute
for Restorative Practices**
a graduate school

Defining Restorative by Ted Wachtel, IIRP President and Founder

1. Purpose
2. Overview
3. History
4. Supporting Framework
 - 4.1. Social Discipline Window
 - 4.2. Restorative Justice Typology
 - 4.3. Restorative Practices Continuum
 - 4.4. Nine Affects
 - 4.5. Compass of Shame
 - 4.6. Fair Process
5. Basic Restorative Processes
 - 5.1. Restorative Conference
 - 5.2. Circles
 - 5.3. Family Group Conference/Family Group Decision Making
 - 5.4. Informal Restorative Practices
6. References

cific process, with defined protocols, that brings together those who have caused harm through their wrongdoing with those they have directly or indirectly harmed.

Others have defined *teen courts*, *youth aid panels* or *reparative boards* as restorative justice, while the IIRP defines those processes as *community justice*, not *restorative justice*. Such community justice processes do not include an *encounter* between victims and offenders, which provides an opportunity to talk about what happened and how it has affected them (Van Ness & Heetderks Strong, 2010). Rather, these courts, panels and boards are comprised of appointed community members who have no real emotional stake in the incident.

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

The IIRP distinguishes between the terms *restorative practices* and *restorative justice*. We view restorative justice as a subset of restorative practices. Restorative justice is reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The IIRP's definition of restorative practices also includes the use of informal and formal processes that



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Summarizing our Progress

- ▶ Review of Board Goals & Progress
- ▶ Next Steps for 2025/2026 School Year
 - ▶ Consider Train-the-Trainer programs to implement training on larger scale
 - ▶ Equity Audit Response Team will absorb into DELTA



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What questions do you have?

How can we best support each other?

Communicate with US² Team: Livingston@US2Consulting.com

Communicate with Livingston Team: LSteiger@livingston.org



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