LPS- Equity and Inclusion

February 7, 2023

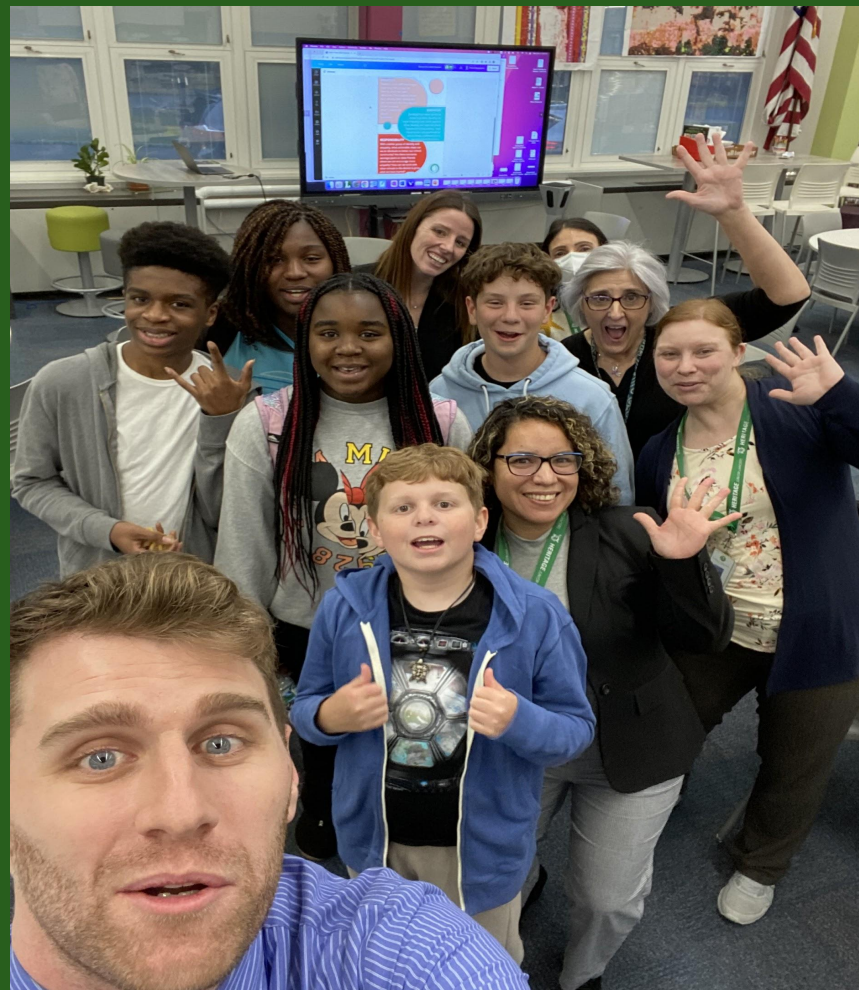# Over the past several school years, we have focused on equity, inclusion, and anti-racism

1. Culturally Responsive Classroom and Trauma Attuned Teaching
2. Teaching to Strengths
3. Rutgers Equity Collaborative
4. Listening opportunities with our students
5. Member of the NJ DOE Curriculum Initiative to include LGBTQIA+ and Persons with Disabilities Task Force
6. District goals making equity, inclusion, and anti-racism our focus
7. Great Schools Partnership relationship began and led to some of the most amazing focused growth:
   - *District and Building Equity Teams*
   - *Gathering and analyzing quantitative and qualitative data to guide goals*
   - *Professional development across all buildings and staff positions*
   - *Focus on how we will support equity in our schools and engage in challenging conversations led to the development of the 100%'s*
   - *Individual and small group conversations → Affinity group model → Community Advisor Model*
   - *Community Surveys*
   - *Student focus groups*

Systemic Focus of our Equity Work this Year

★ Community and Culture
★ Curriculum
★ Professional Development
★ Student Engagement

Find About Our Schools / Strategic Plan / Portrait of a Graduate information on our district website here.

Find Equity & Social Justice Resources / LPS District Equity Teams information on our district website here.

Community and Culture

- Building Equity Coaches (9)
- Expanded websites and building communication regarding equity work
- Professional development - buildings/district
- Student Equity Leadership Groups
- Community/Advisory model in schools
- Welcoming new families to our district
- Family AND Student surveys
- Expanded buddy programming
- Engagement with parent group(s) in schools
- Expanded multi-cultural celebrations
- Interviewing additional equity auditors

What ways is MPMS an inclusive community?

- ALLOWS PEOPLE TO BE DIFFERENT
- has activities that allow everyone to have fun
- Teachers create disscusons that allow everyone to be involved
- they do not judge people based upon their race but on them as an individual
- They do team activitys to help with teamwork
- Everyone is different and people aren't judged by how they look
- Teachers are very kind, and welcoming
- Students can be friendly.
- There are some very diverse clubs :)
- extremely diverse & everyone is celebrated.
- No matter how diverse, the students always respect each other (MOST)
- No matter race, ethnicity etc. students always respect each other (most students)
- Allows people to be safe
- we make sure that no matter race, gender are welcome.

Curriculum

1. Vertical articulation team within the Social Studies Department
2. Collaborative meetings have already or will happen with leaders/groups such as:
   ○ AAPI researchers- Kelly Lan, Dr. Kani from Make Us Visible, and more
   ○ The Delaware Tribe
   ○ Garden State Equality
   ○ NJ Amistad Commission
   ○ Additional collaborations are being planned
3. Designing a model for future curriculum audits
4. Curriculum focus on NJDOE mandates and the 100%'s
5. Continued expansion of classroom and building library selections
6. Continued focus on equity in all curriculum writing

Professional Development
Just a sampling of what our staff is engaging in this year

- Monthly Equity Coach Training with Building Equity Coaches- turnkey training such as:
  - Implicit bias
  - Identity
  - Examining available building/district data
- Building Equity Coaches Roles
  - Leading building and department PD
  - Planning and leading Building Equity Team meetings
- Crosswalk between 100%'s and Portrait of a Graduate
- Teaching Equity, Inclusion, and Anti-Racism through Children's Literature
- Training in developing curriculum with diverse materials, resources, and voices
- Racial Trauma for counseling professionals
- Welcoming diverse families to Livingston
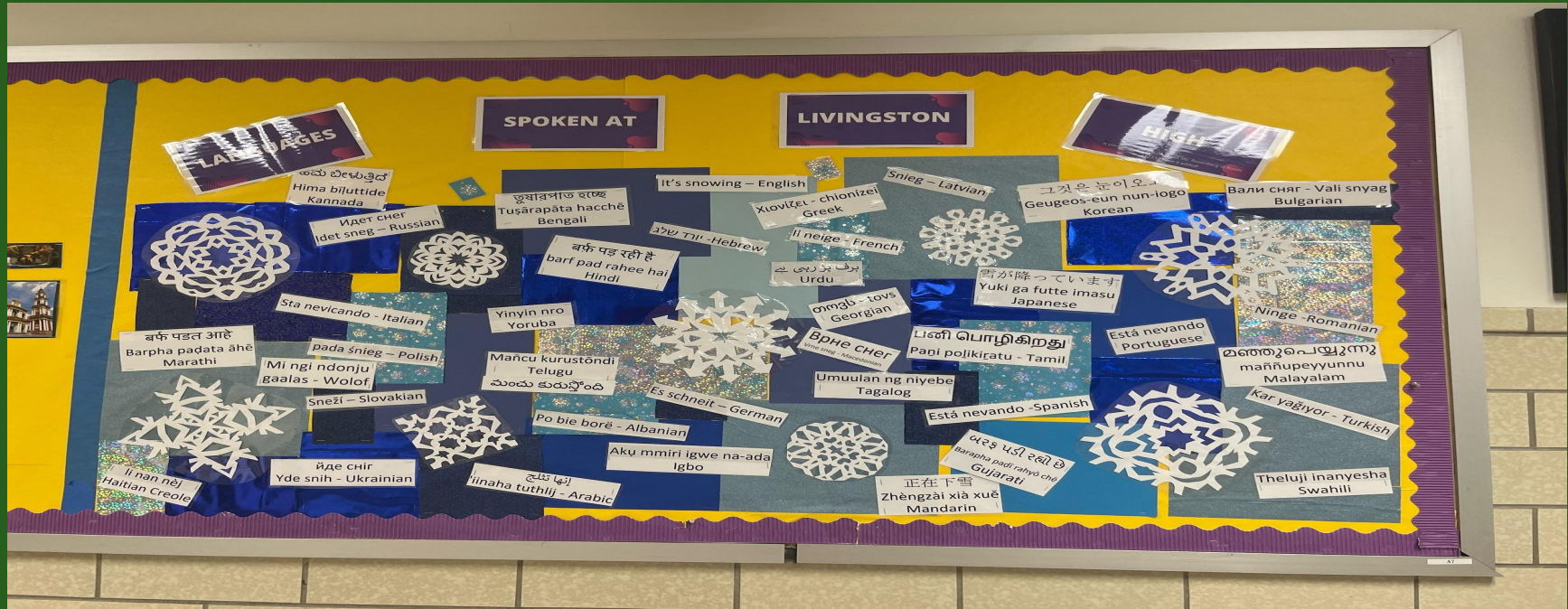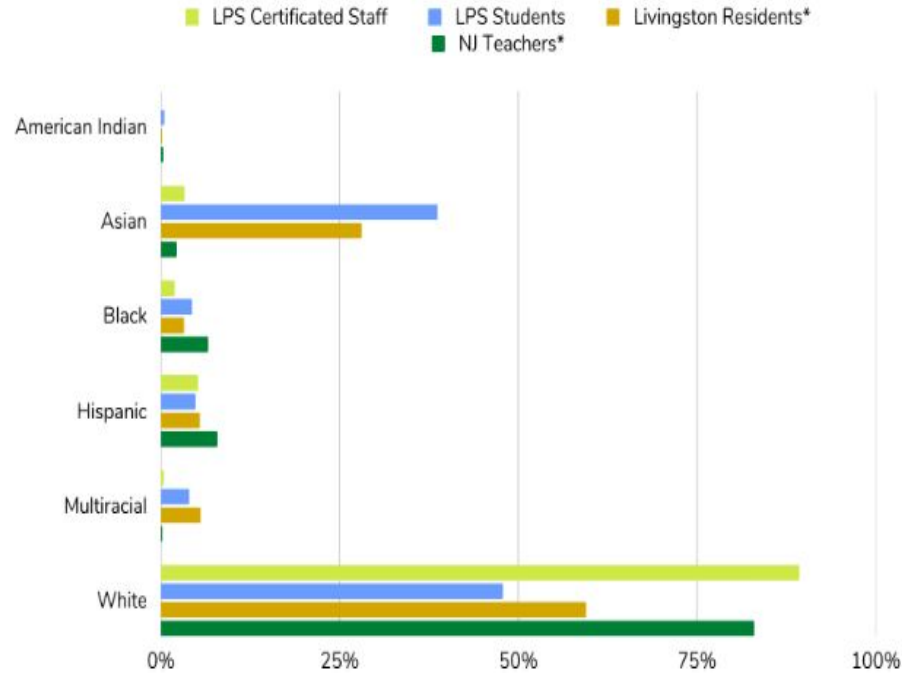- Neurodiversity
- LGBTQIA+
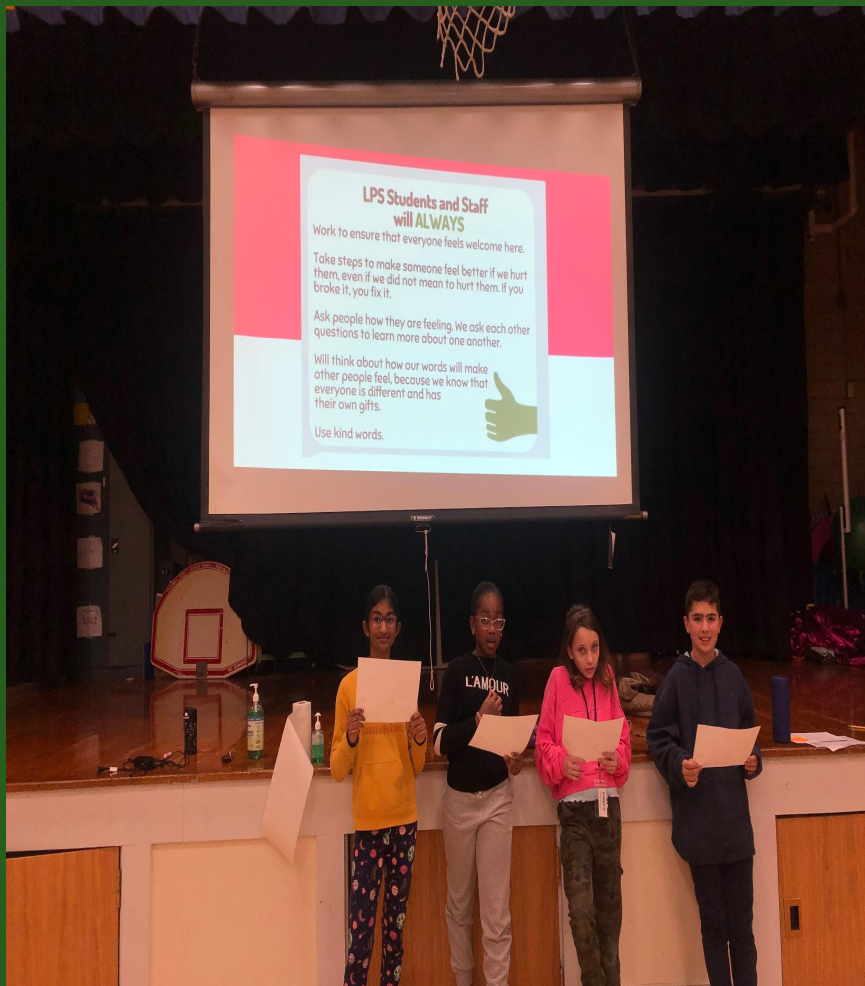
Student Engagement

- ❖ Student Survey Grades 5-12
- ❖ Student Equity Advisors (3)
- ❖ Identity-based affinity groups
- ❖ Building based Student Equity Leaders 7-12 (At LHS 100 students signed up to be leaders!)
- ❖ Social Justice Teams and leadership opportunities in K-6 buildings
- ❖ Elementary to MPM Social Justice Leaders Summit
- ❖ Morning Meeting in the Elementary Schools
- ❖ Community and Advisory Lessons such as:
  - Neurodiversity
  - Gender
  - Implicit bias
  - LGBTQIA+
  - And more…
- ❖ Buddy/Hero/Caring Communities Programs

A Glimpse Into Information That Helps Us in Considering Equity in Our Schools
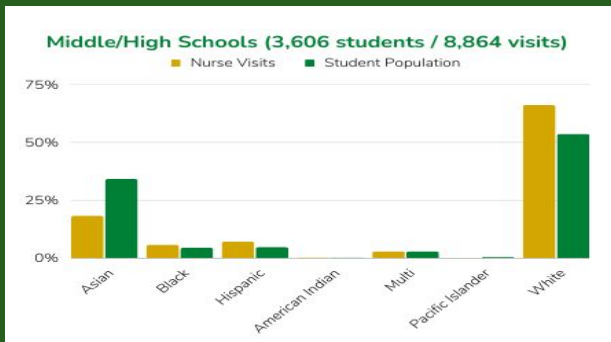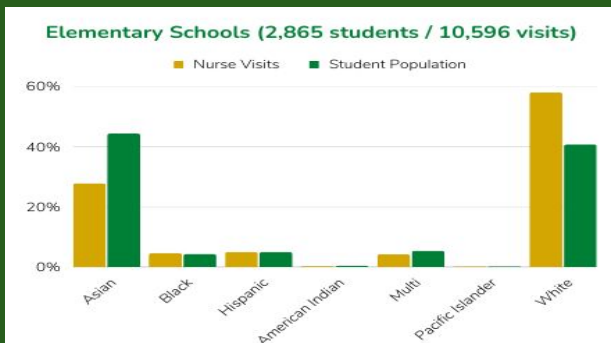
Diversity in Our Community

Time in class is one measure of access

Elementary Schools (2,865 students / 10,596 visits)
Nurse Visits / Student Population

Elementary Schools (2,865 students / 152 absent)
Chronic Absenteeism / Student Population

Middle/High Schools (3,606 students / 8,864 visits)
Nurse Visits / Student Population

Middle/High Schools (3,606 students / 136 absent)
Chronic Absenteeism / Student Population

Visits to the nurse↑
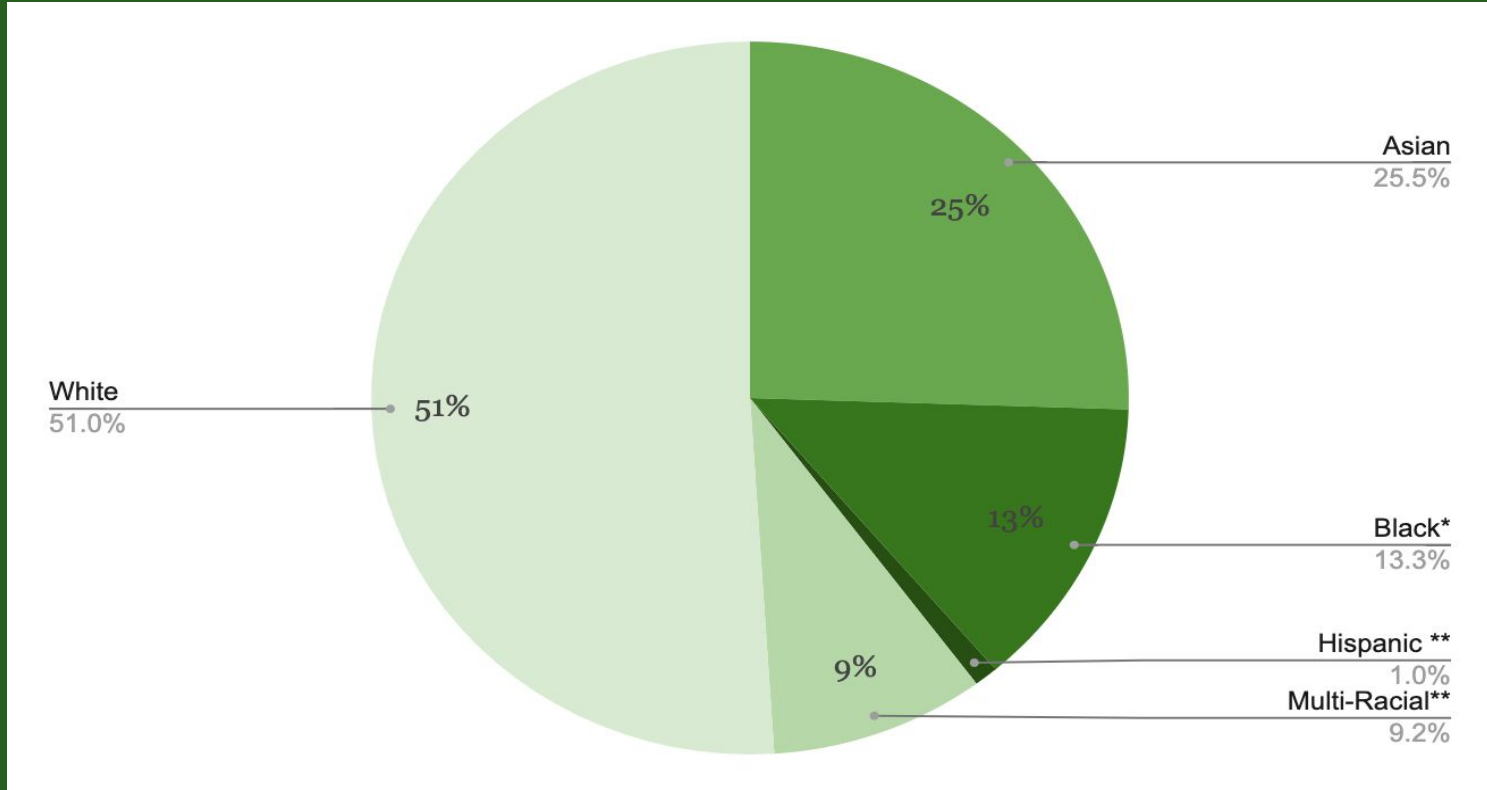
Chronic Absenteeism↓
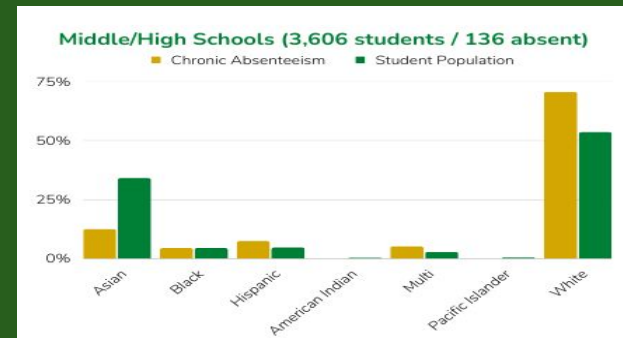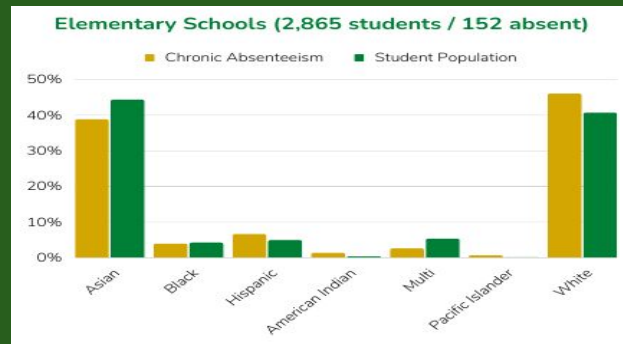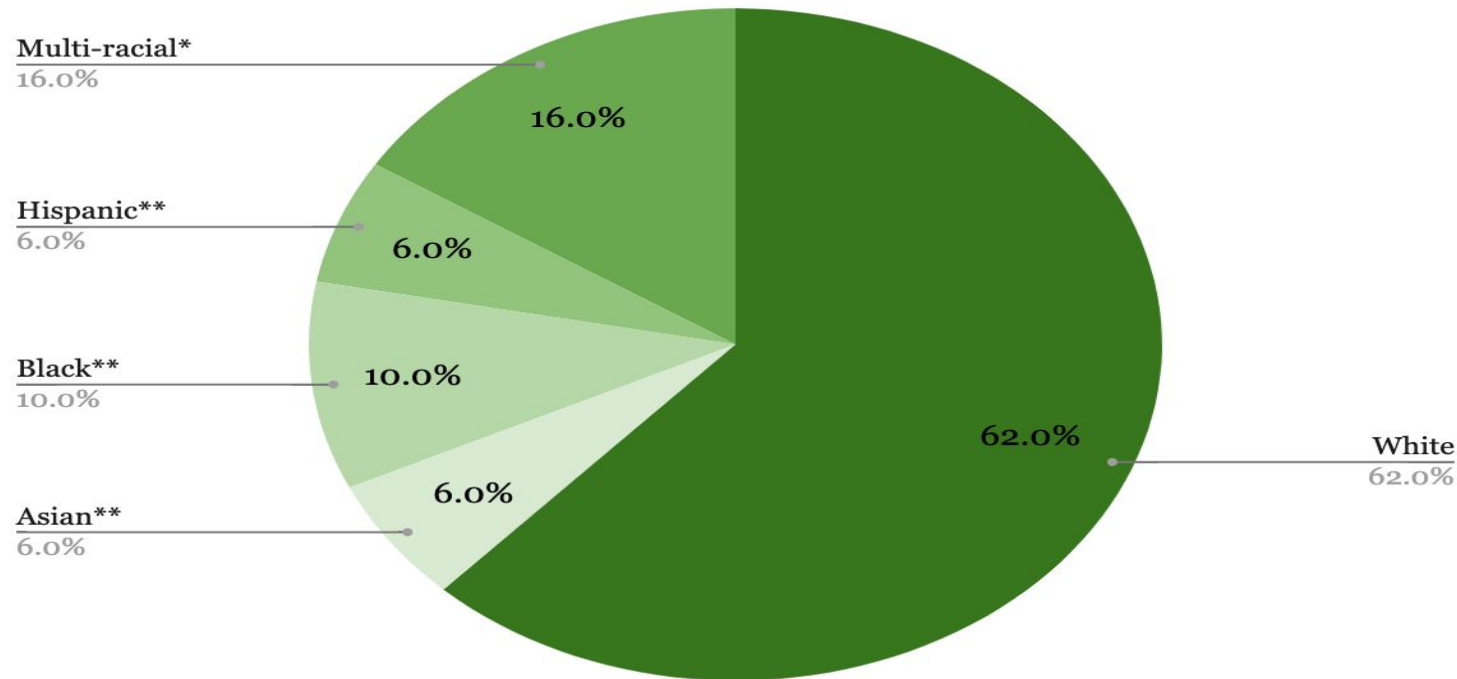
School Referrals for
Special Education and Related Services

*Ten or fewer referrals

**Five or fewer referrals

White 51.0% — 51%

Asian 25.5% — 25%

Black* 13.3% — 13%

Hispanic ** 1.0%

Multi-Racial** 9.2% — 9%

Enrollment in Algebra 1

HMS (1,067 students / 306 students enrolled in ALGI)

■ ALG I Enrolled ■ Student Population

Categories: Asian, Black, Hispanic, American Indian, Multi, Pacific Islander, White
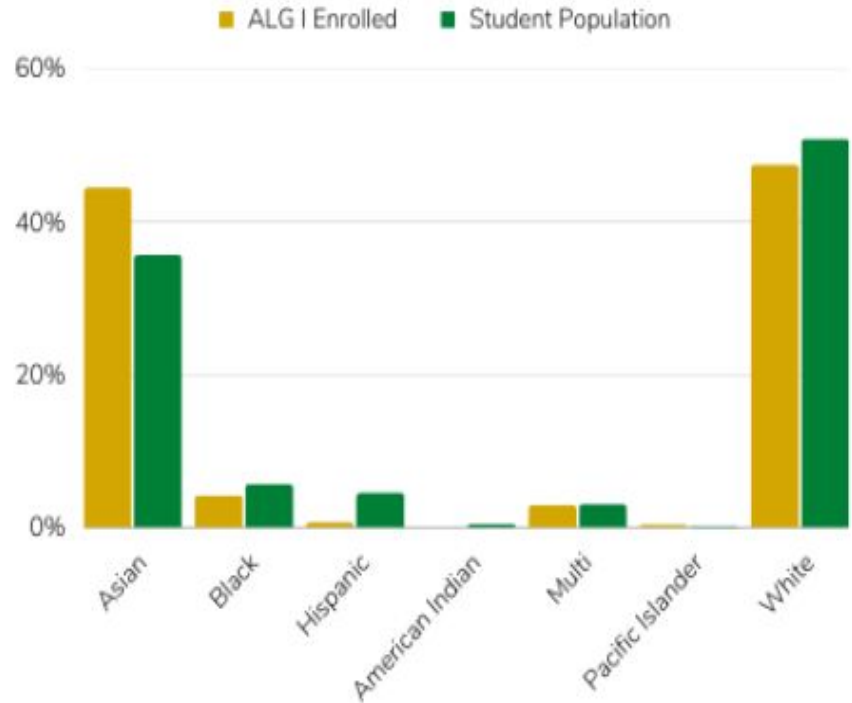
Student Survey
Fall of 2022
Grades 5-12

2,829 Respondents

Survey Questions

These questions are the same as those asked in the 2021 survey for families.

Adults have created a safe space~ for me/for my child.

Adults speak to me/my child with warmth and caring, ensure comments are free from bias, and cues are that students (I/my child) receive are respectful.

Adults treat me/my child with respect.

I/My child am assessed in ways that are fair and respectful to me/my child as a person and a learner.

I/My child feel welcomed and included.

Others treat me/my child with respect.

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How well do educators create a school environment that helps you/my child learn?

How well do educators value the diversity of students' backgrounds?

When students were surveyed, we learned...

85% or more of students believe adults have created a safe space for them.

85% or more of students believe that adults speak to them with warmth and caring, and ensure that comments and cues are respectful to them as a student and a person.

86% or more of students believe adults treat them with respect.

81% or more of students believe their learning is assessed in ways that are fair and respectful.

86% or more of students feel welcomed and included in their school community.

72% or more believe other students treat them with respect.

71% or more of students believe educators create an environment that helps them learn.

71% or more of students believe educators value their diversity.

*Based upon data disaggregated by race found in links on slide 20-21

When parents were surveyed, we learned...
1,810 respondents (slightly higher than last year's survey)

88% or more of parents believe adults have created a safe space for their children.

92% or more of parents believe that adults treat their child with respect.

75% or more of parents believe that adults speak to their child with warmth and caring ensuring that comments and cues are free of bias.

91% or more of parents believe their child feels welcomed and included in school.

80% or more of parents feel that other students treat their child with respect.

75% or more of parents feel that the system for assessing students is fair.

86% or more of parents believe educators create an environment that helps their child learn.

79% or more of parents believe educators value the diversity of children's backgrounds.

*Based upon data disaggregated by race found in links on slides 20 and 21

What comes next for us?

- Examining the impact from Building Equity Coaches and Student Equity Advisors
- Expanding mentors/buddies across grade levels, schools where appropriate
- Building Equity Teams continuing to consider the data from their students and families to build upon with programming, PD, and future collaborations
- Expanding partnerships to assist in considering the impact of current work and direction for future work
- Expanding curriculum audit to other departments
- Expanding consultation between social studies team and other groups
- Staff Survey
- Collaboration with Township Welcome to Livingston Committee

Student Feedback Survey November of 2022

LPS Total Population Student Feedback 2022
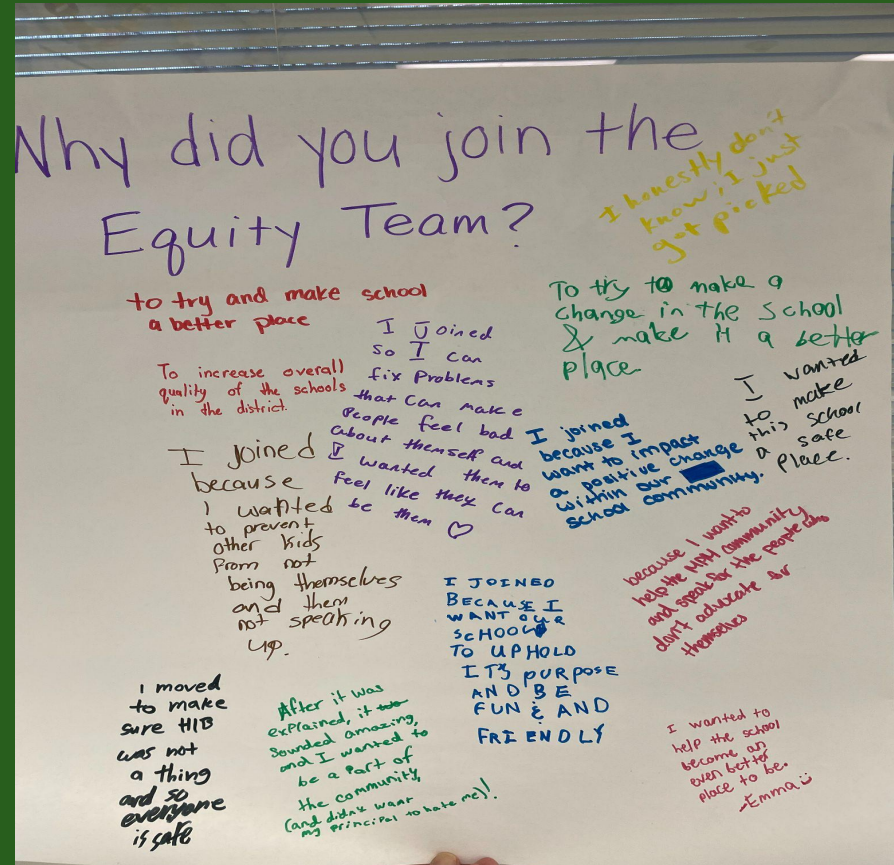
Family Feedback Survey June of 2022

LPS Total Population Family Feedback 2022

Burnet Hill Family Feedback 2022

Collins Family Feedback 2022

Harrison Family Feedback 2022

Hillside Family Feedback 2022

MPE Family Feedback 2022

Riker Hill Family Feedback 2022

MPM Family Feedback 2022

HMS Family Feedback 2022
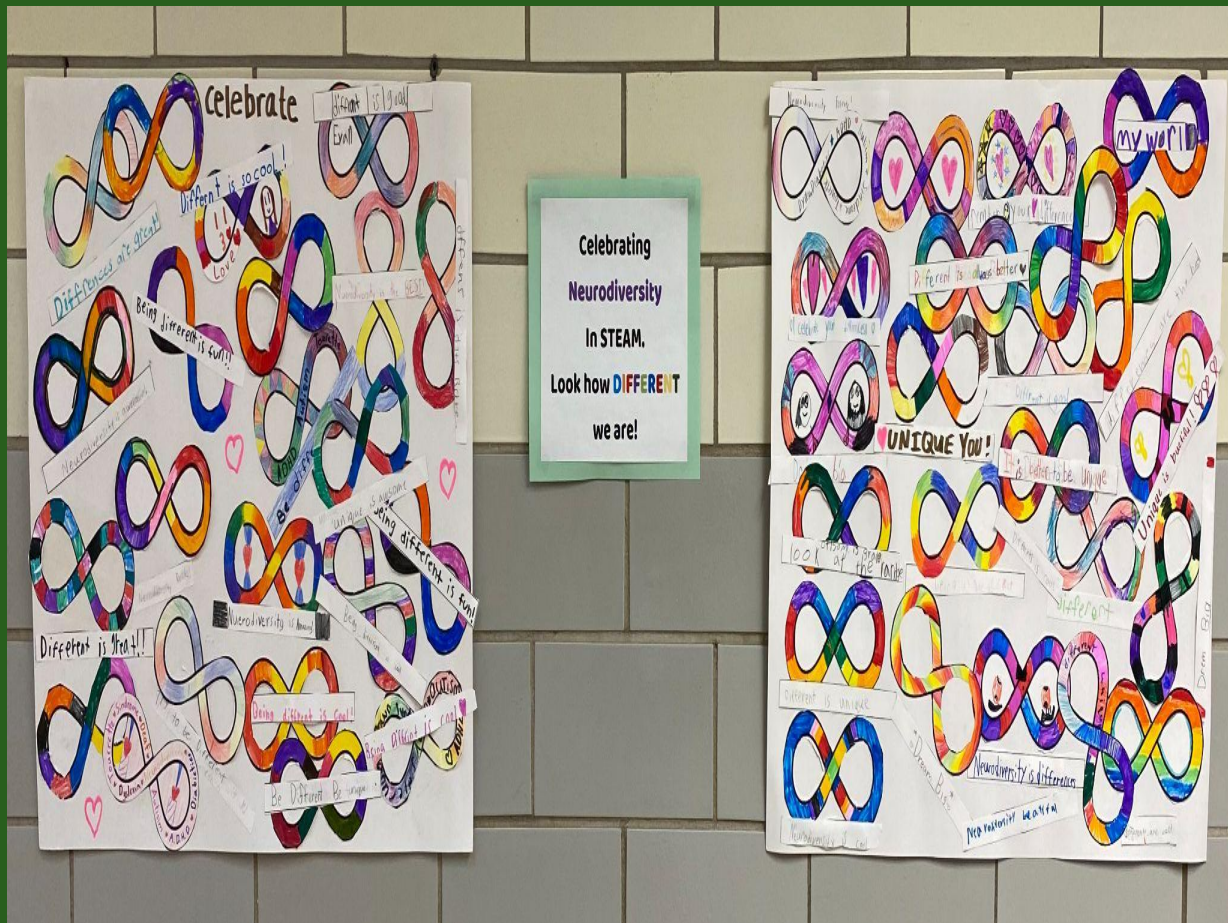
LHS Family Feedback 2022

District Resources on our Website

[Equity & Social Justice Resources/LPS District Equity Teams](#)

[Social Justice Resources](#)

[Social Studies / Overview](#)

[District 100%'s](#)

A few of the resources we have used in our work

- Being the Change: Lessons and Strategies to Teach Social Comprehension by Sara K. Ahmed
- Equity By Design: Delivering on the Power and Promise of UDL
- Anti-Bias Education for Young Children and Ourselves, Second Edition | NAEYC
- Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress
- Learning for Justice
- Not Light, but Fire: How to Lead Meaningful Race Conversations in the Classroom
- Rebellious Read Alouds: Inviting Conversations About Diversity With Children's Books
- Global Best Practices: Research Summary
- Indicators of Educational Equity | Great Schools Partnership