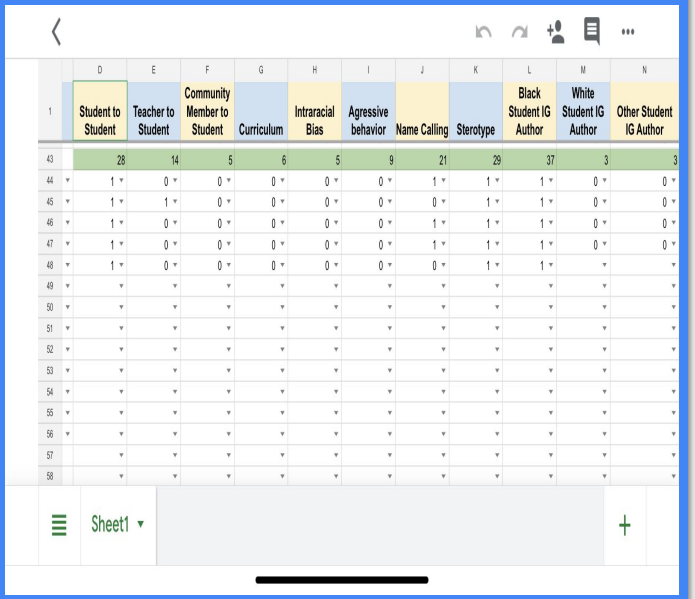
# Diversity, Equity & Access Committee

Dr. J. Scott Cascone (Superintendent)
Eveny DeMendez(Chair),
Kimya S. Jackson(Co-Chair)

Michael Figueiredo, Hillary Rubenstein, Lionel Hush, Cheryl Butler, Stephanie Suriano, Joseph Vespignani, and Kristin Gogerty-Fitzgerald

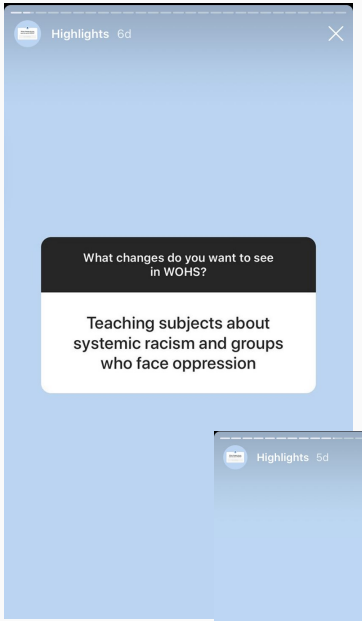
# Created Student Surveys with a Focus on Race

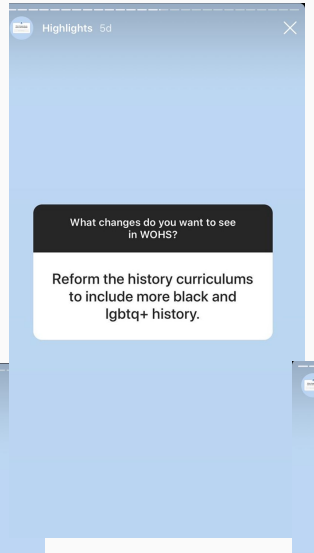
Based on coded Black At WOHS Instagram posts.

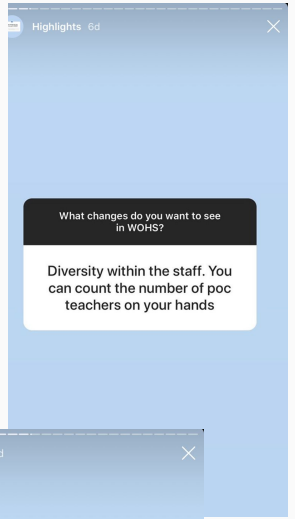


| | D | E | F | G | H | I | J | K | L | M | N |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Student to Student | Teacher to Student | Community Member to Student | Curriculum | Intraracial Bias | Agressive behavior | Name Calling | Sterotype | Black Student IG Author | White Student IG Author | Other Student IG Author |
| 43 | 28 | 14 | 5 | 6 | 5 | 9 | 21 | 29 | 37 | 3 | 3 |
| 44 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |
| 45 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 46 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |
| 47 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |
| 48 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | | |
| 49 | | | | | | | | | | | |
| 50 | | | | | | | | | | | |
| 51 | | | | | | | | | | | |
| 52 | | | | | | | | | | | |
| 53 | | | | | | | | | | | |
| 54 | | | | | | | | | | | |
| 55 | | | | | | | | | | | |
| 56 | | | | | | | | | | | |
| 57 | | | | | | | | | | | |
| 58 | | | | | | | | | | | |

Sheet1

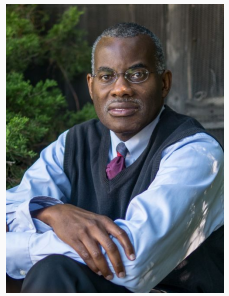


In response to WO Staff survey, DEAC has been in the process of organizing several PD opportunities.

EdCamp by OPERATION: Grow



GARDEN STATE EQUALITY

THE EQUITY LEADERSHIP GROUP
EQUITY | ENGAGEMENT | EXCELLENCE

njea PD OPPORTUNITIES

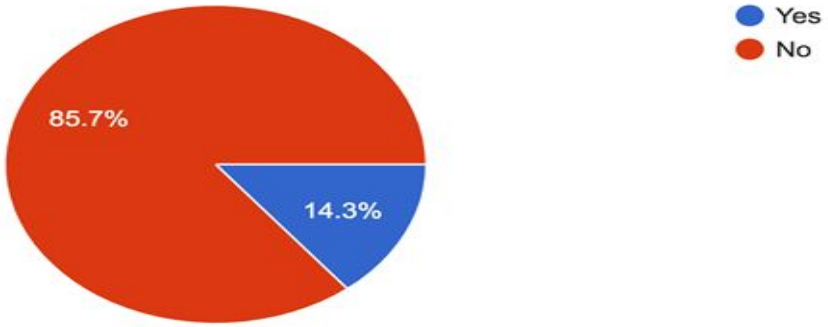
WHY WE BULLY

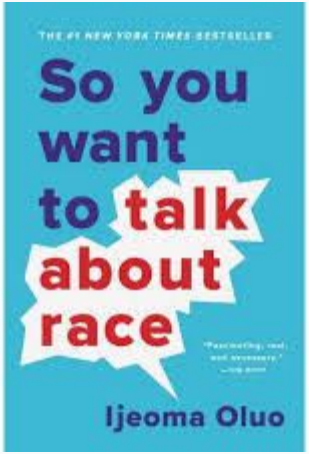
NJSBF
NEW JERSEY STATE BAR FOUNDATION
ESTABLISHED 1958

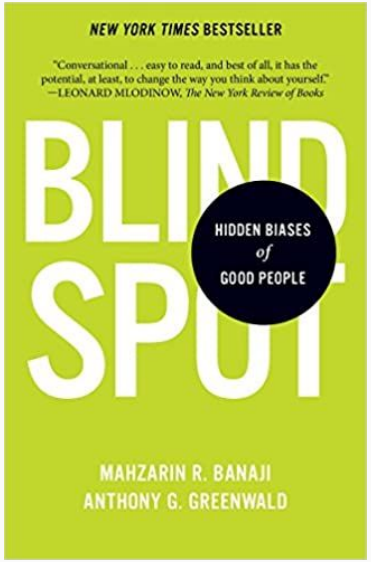
# Student Equity Council

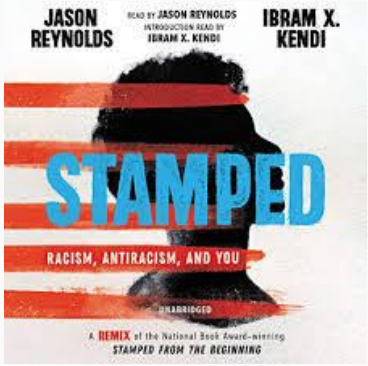
Have you personally experienced any racial biases or micro aggressions as a student of West Orange High School?

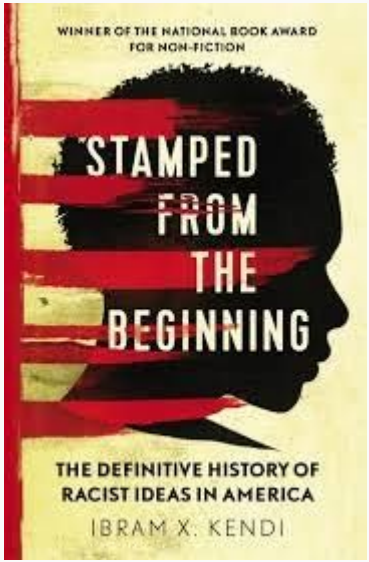
1,375 responses

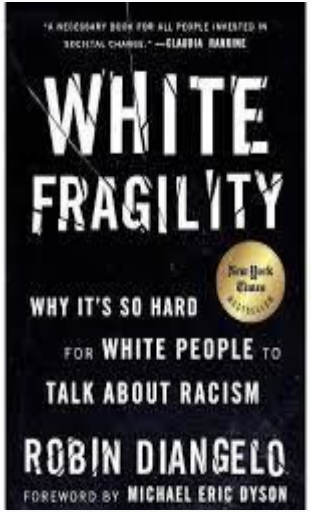



So you want to talk about race
Ijeoma Oluo


NEW YORK TIMES BESTSELLER
"Conversational . . . easy to read, and best of all, it has the potential, at least, to change the way you think about yourself."
—LEONARD MLODINOW, The New York Review of Books
BLIND SPOT
HIDDEN BIASES of GOOD PEOPLE
MAHZARIN R. BANAJI
ANTHONY G. GREENWALD


JASON REYNOLDS
IBRAM X. KENDI
STAMPED
RACISM, ANTIRACISM, AND YOU


WINNER OF THE NATIONAL BOOK AWARD FOR NON-FICTION
STAMPED FROM THE BEGINNING
THE DEFINITIVE HISTORY OF RACIST IDEAS IN AMERICA
IBRAM X. KENDI


WHITE FRAGILITY
WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM
ROBIN DIANGELO
FOREWORD BY MICHAEL ERIC DYSON

# Working Toward Article Exploration for Districtwide Staff Meetings

Journal of Experimental Social Psychology 48 (2012) 562–566

Contents lists available at SciVerse ScienceDirect

Journal of Experimental Social Psychology

journal homepage: www.elsevier.com/locate/jesp

FlashReport

You deplete me: The cognitive costs of colorblindness on ethnic minorities☆

Deborah Son Holoien *, J. Nicole Shelton

Princeton University, USA

ARTICLE INFO

*Article history:*
Received 4 September 2011
Available online 1 October 2011

*Keywords:*
Colorblindness
Multiculturalism
Cognitive depletion
Interracial interaction

ABSTRACT

This study examined how priming Whites with colorblind or multicultural approaches to diversity prior to a interracial interaction affects ethnic minorities' cognitive functioning. Although ethnic minorities did not explicitly know which approach their White partner received, ethnic minorities paired with Whites primed with colorblindness (vs. multiculturalism) showed poorer cognitive performance on the Stroop (1935) color-naming task following the interaction. Furthermore, Whites in interracial interactions primed with colorblindness exhibited more behavioral prejudice, which mediated ethnic minorities' decreased cognitive performance. These findings suggest that Whites' exposure to certain ideologies may affect the cognitive performance of the ethnic minorities they encounter.
© 2011 Elsevier Inc. All rights reserved.

**Introduction**

Racial diversity is on the rise, with increasing numbers of ethnic minorities in the workplace, schools, and neighborhoods (U.S. Census Bureau, 2011). At the same time, intergroup tensions remain high. Interacting with people from different ethnic backgrounds often elicits negative reactions, such as anxiety and threat (Blascovich, Mendes, Hunter, Lickel, & Kowai-Bell, 2001). Given increasing diversity, understanding how to smoothly navigate interracial interactions is important for fostering harmonious relationships and well-integrated environments. What is the best way to facilitate positive interracial interactions?

Two ideological perspectives – colorblindness and multiculturalism – have emerged to shed light on this question. Colorblindness downplays the salience and importance of race by focusing on the commonalities people share, such as one's underlying humanity. In contrast, multiculturalism acknowledges and highlights racial differences. Currently, colorblindness is the dominant approach in the United States (Plaut, 2010) and pervades legal (Peery, 2011), educational (Pollock, 2004), and interpersonal (Apfelbaum, Sommers, & Norton, 2008) domains. The prevalence of colorblind policies is particularly concerning given psychological findings on the adverse effects of colorblindness. Exposure to colorblind (vs. multicultural) messages predicts negative outcomes among Whites, such as greater implicit and explicit racial bias (Richeson & Nussbaum, 2004) and negative affect (Correll, Park, & Smith, 2008; Vorauer, Gagnon, & Sasaki, 2009). Given the negative effects of colorblind messages on Whites, what are the outcomes for ethnic minorities who come into contact with these Whites?

People are oftentimes unaware of the ideologies endorsed by their colleagues and peers, yet these ideologies may influence them in powerful ways. Indeed, the more White employees endorse a multicultural ideology, the more ethnic minority co-workers demonstrate engagement in the workplace; in contrast, ethnic minority co-workers are less engaged the more Whites endorse a colorblind ideology (Plaut et al., 2009). In addition to being less engaged, do ethnic minorities perform worse on cognitive tasks in settings where those around them endorse colorblindness? The current study examines ethnic minorities' cognitive performance following interactions with Whites who have been primed with a colorblind or multicultural message prior to the interaction.

We predict that priming Whites with colorblindness (vs. multiculturalism) will lead to adverse outcomes for ethnic minorities. Reading colorblind messages leads to greater explicit and implicit prejudice among Whites (Richeson & Nussbaum, 2004), and ethnic minorities may be influenced by the negative attitudes that leak out through Whites' behavior towards them (Dovidio, Kawakami, & Gaertner, 2002). Whites may display prejudice by using subtle nonverbal cues or by explicitly making derogatory comments about racial groups. Interacting with someone who may hold unfavorable views about one's ingroup may be particularly effortful for ethnic minorities because they may tax their mental resources by questioning whether Whites' negative behaviors stem from racial prejudice (Salvatore & Shelton, 2007). In addition, ethnic minorities may force themselves to regulate their behavior and emotions in order to avoid being a target of prejudice (Shelton, Richeson, & Salvatore, 2005). Indeed, Shelton et al. (2005) found that ethnic minorities primed with racial prejudice (vs. ageism) engaged in effortful compensatory behaviors during interactions with Whites, such as talking or leaning forward. These strenuous interactions may in turn tax the mental resources needed to perform subsequent effortful activities, leading to a

☆ A National Science Foundation Graduate Research Fellowship supported this research. We thank Danielle Bailey, Justine Calcagno, Margaret Feuille, Kristina Kulikarni, Megan Nelson, and Cassie-Ann Quashie for assistance in data collection and coding.
* Corresponding author at: Department of Psychology, Princeton University, Princeton, NJ 08540, USA.
*E-mail address:* dsoni@princeton.edu (D.S. Holoien).

0022-1031/$ – see front matter © 2011 Elsevier Inc. All rights reserved.
doi:10.1016/j.jesp.2011.09.010

Uncovering the Hidden Power of Language: Critical Race Theory, Critical Language Socialization and Multicultural Families in Korea

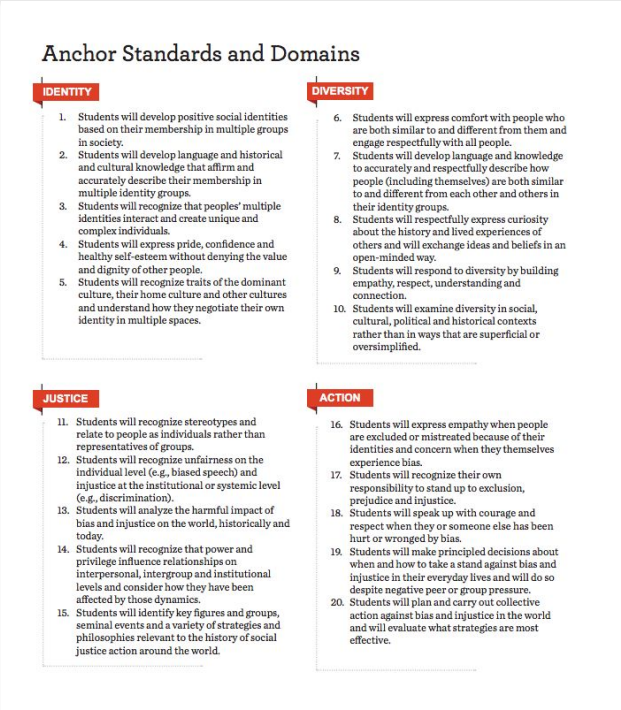
Eun-Jeong Han & Paula Groves Price

Rappin on the copula coffin: Theoretical and methodological issues in the analysis of copula variation in African-American Vernacular English

John R. Rickford, Arnetha Ball, Renee Blake, Raina Jackson, and Nomi Martin

Stanford University

# Working Toward Lesson Planning and Social Justice Standards



Anchor Standards and Domains

**IDENTITY**

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

**DIVERSITY**

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**JUSTICE**

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify key figures and groups, seminal events and a variety of strategies and philosophies relevant to the history of social justice action around the world.

**ACTION**

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Currently working with the K-5 ELA Supervisor and Social Studies Supervisor to add the social justice standards to the diverse book collection being created for pre-k through fifth grade classrooms. Next step, move toward aligning social studies and ELA units to the social justice standards while creating training of these standards for use in all subject areas.

# Hiring Procedures & Practices

| Goal | Measurable Action |
| --- | --- |
| Partner with local organizations and college/university schools of education | Outreach to explore partnerships with a minimum of **five** new organizations and colleges/universities |
| Research and attend additional career fairs | Ensure district representation at an additional **three** career fairs for the 2020-2021 school year |
| Assess the structure of our current Tomorrow's Teachers program at WOHS | Research the structure of other similar programs that may impact the recruitment of West Orange students |
| Monitor and review Human Resources hiring practices | Monitor the number of diverse candidates hired for the 2020-2021 school year and compare on an annual basis |

# Hiring Procedures & Practices

Several organizations and universities/colleges have been contacted to establish partnerships for this school year.

- NEMNET
- CJPRIDE (Central Jersey Program for the Recruitment of Diverse Educators)
- Metropolitan YMCA of the Oranges
- William Paterson University
- Kean University
- Fairleigh Dickinson University
- NJIT
- Rutgers-Newark

# Hiring Procedures & Practices

A job posting is an opportunity to express the areas that are important to the district in terms of establishing a diverse applicant pool. The following is the revised language that is now included in the application site on the district website as well as when the district posts positions on external sites:

The West Orange School District is located in Essex County, New Jersey; 23 miles from New York City. The district consists of 12 schools, grades Pre-K through 12, and provides high quality instruction to approximately 6,600 students. The district prides itself on the diversity of its student body and is committed to fostering a culturally responsive staff. Applicants from diverse backgrounds are strongly encouraged to apply.

# Hiring Procedures & Practices

The online application in Recruiting & Hiring is an opportunity to express the areas that are important to the district in terms of creating an inclusive environment for both staff and students.

- Approximately 70% of school districts in New Jersey use Recruiting & Hiring.
- As part of the online application, Recruiting & Hiring provides general questions.
- Districts rarely personalize the questions.
- By using our own questions, this differentiates the district from others during the application process.

The following question is an example of our own question being used now:

*Please explain your vision for an inclusive learning environment that ensures students from all backgrounds feel celebrated and included and that prepares them for real life success.*

# Hiring Procedures & Practices

The following workshops have been attended to develop additional strategies and explore networking opportunities:

- Diversity Council on Global Education and Citizenship of Kean University - Bias, Prejudice, and Stereotypes: How Do They Affect Us?
- New Jersey Convening on Diversifying the Teacher Workforce - Leadership for Diversity: Creating Culturally Responsive  Recruitment, Instructional Practice and Retention Strategies
- Building Black Male Educator Pipelines Through Effective Recruitment

# What's next?

Ensuring qualified diverse candidates are considered and hired for teaching positions by:

- Hosting virtual diversity job fair in April
- Recruitment from the tri-state area and HBCUs to broaden our reach
- Using our pool of diverse candidates gained from past diversity job fairs
- Created standard interview questions, which include questions about diversity and responses are rated with a five point scale.

# Curriculum & Instruction: Social Studies

- Social Studies:
  - Every unit in all core social studies curricula has mandate sections linking lessons to the NJ Amistad, LGBTQ (grades 6-12) and Holocaust/Genocide mandates. Teachers also have the option to use additional peer reviewed resources when teaching the mandates.
  - The elementary curriculum is being revised to align to the upcoming new NJ Social Studies Standards (9/2022) and to incorporate more diverse non fiction/historical fiction texts. Dr. Stephanie Harris (Executive Director of the NJ Amistad Commission) has volunteered to help review the revisions.
    - 15 teachers attended the NJ Amistad Summer Symposium.
    - Dr. Leslie Wilson (MSU and the NJ Amistad Commission) provided Amistad training to all social studies teachers in the district (10/12 elementary, 11/13 middle school 12/15 high school).
    - For the LGBTQ mandate, Garden State Equality is providing training for all 6-12 social studies teachers.
    - April 12-Dr. Akhil Khalfani (The Africana Institute at Essex County College) is providing further Amistad training for grades 6-12.

# Curriculum & Instruction: ELA K-5

- A major focus of need is for multicultural and diverse texts that support our ELA curriculum and are more representative of our school community. Incorporating diverse and inclusive texts has been a focus this year.
- Our goal is to audit and evaluate all our current mentor texts, identify where our strengths and needs are based on diversity and inclusivity around authors, characters, topics, etc.
- Through discussions with teachers we have been incorporating texts that the district has purchased at some point for commonality, but were not embedded into the curriculum. The ELA K-5 Diverse & Inclusive Text Committee has begun to compile a list of such books to include as we evaluate texts to be considered for inclusion into our curricular units.
- The results will continuously guide us in selecting and adding mentor texts that will be more representative of all students.
- Additionally, the ELA Diversity Text Committee selected a grade-level specific text(s) to incorporate into the curriculum to help foster an inclusive classroom environment. These texts were recently purchased and in the process of being sent to the teachers.
- Last, year we revised the Grades 4-5 curriculum to include the following units: Historical Fiction (Grade 4) and Social Issues and Researching Debatable Issues (Grade 5). In addition, we added some more diverse book club titles to support the historical fiction unit.

# Curriculum & Instruction: ELA 6-12

- Core texts and novels in the 6-12 curriculum were audited to ensure an inclusive and rich reading experience for all students.
- A committee of teachers audited commonly read novels in the areas of publication date, genre, author (race, gender, religion), themes, and analyzed data in correlation to our student population.
- More texts of various genres, authors of color and books centered around Teaching Tolerance Social Justice Standards of identity, justice, diversity and action have been and continue to be implemented as mentor texts and whole class novels. Examples:
    - Grades 6-8: *Harbor Me* by Jacqueline Woodson, *New Kid* by Jerry Kraft, *Patina* by Jason Reynolds, *Dear Justyce* by Nic Stone, *Stamped* by Jason Reynolds and Dr. Ibram Kendi, *Look Both Ways* by Jason Reynolds, *Enchanted Air: Two Cultures, Two Wings* A Memoir by Margarita Engle
    - Grades 9-12: *How the Garcia Girls Lost Their Accent* by Julia Alvarez, *If You Come Softly* by Jacqueline Woodson, *A Black Lives Matter Memoir* by Patrisse Khan-Cullorshe, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, *The Short and Tragic Life of Robert Peace* by Jeff Hobbs, *Just Mercy* by Bryan Stevenson, *All American Boys* by Jason Reynolds and Brendan Kiely, *Nickel Boys* by Colson Whitehead, *Born a Crime* by Trevor Noah, *Between the World and Me* by Ta-Nehisi Coates, *Say You're One of Them* by Uwem Akpan

# Curriculum & Instruction: Mathematics and Career Education

- The District has been utilizing i-Ready Diagnostic for grades 6-8 and Delta Math for grades 9-12. The two programs assess students' learning and provide individualized learning plans for students based on their needs. The programs also provide opportunities for teachers to monitor students' progress, adjust individualized learning plans, and inform instruction to close the gaps and improve student achievement levels.

- The Career Education and Social Studies departments received professional development from the WOHS Library media staff on what materials are available through the library. The Library Department incorporates diverse materials in both the curriculum and the collections. Through lessons, virtual platforms and social media the library staff teach with these materials.

# Curriculum & Instruction: Science

- Focus on Project Based Learning → real world issues, problem solving, fully integrated as learning goals.
  - Environmental racism
  - Discussion of Eugenics history in Genetics unit.
  - Race as a social construct not a biological designation.
  - Evolution of skin color
  - Diversity of reproductive strategies in all organisms.
- Focus on inclusive language.
- Highlighting BIPOC and LGBTQ+ scientists.
- Faculty examination of data regarding Opportunity Gaps in Honors and AP science courses.

# Curriculum & Instruction

Example: We are currently discussing classroom and library text in response to RAA and adhering to our district goals and needs.

- Do we acknowledge change or cancel culture?
- Do we rebrand?
- Do we include public communication?
- Continue book audits.
- Continue implementing the formal process for adding and removing books and other resources.

# Assessing Student Learning Gaps

**Formative Assessment Plans**

- PreK-12, content area departments are developing plans for how we will use formative assessment to assess student learning gaps, to include assessment strategies that address individual learning needs for students to continue to meet academic standards in the virtual setting, those who are exceeding standards and flourishing independently, and those who are demonstrating learning gaps due to school closures.
- Assessments will be focused on specific learning goals, explicitly linked to curriculum that provide prompt feedback in small, granular, actionable areas of the standard.

**Curriculum Gap Analysis**

To develop formative assessment plans, teams are:

- Evaluating the curriculum topics that were being taught at the time schools were closed and those that were expected to be covered throughout the period of school closure (compacted curriculum).
- Using findings to guide the kinds of focused assessment practices that will be most useful in identifying student learning needs as they related to the content area standards
- Creating a plan for how the gaps / extensions will be addressed in the 2020-2021 curriculum / instructional plan.

**February 22nd - Professional Learning Sessions**

# Diversity and Cultural Competency: Comprehensive Equity Audit

- Together, West Orange and Hanover will administer and analyze an Equity and Inclusion Survey designed to solicit feedback from stakeholders about perceptions of diversity, equity, and inclusion throughout district and school environments and operations.
- Hanover will also complete a Communications Plan to assist West Orange in disseminating the purpose and importance of the survey to stakeholders in the community.
- Finally, to complement this survey analysis, Hanover will separately support West Orange with a quantitative Equity Scorecard and Dashboard, which will explore disproportionality as it relates to student academic and behavioral outcomes and access.

# Professional Development

**Provided across district for varying departments / staff**

- Social Emotional Learning for Faculty (90 min)
- Teacher Coach
- Garden State Equality - Cultural Competency for Faculty (1 hr)
- Garden State Equality - Cultural Competency for Students (1 hr)
- LGBTQ 101 ( 1 hr)
- American History Through a Different Lens (1.5 hrs) HS MS
- NJ Bar Training: Implicit Bias (3hr)
- NJ Bar Training: Talking About Race ( 3 hr)
- LGBQTIA Mandate Training
- Opportunity Gaps in Science - Data analysis and inclusivity (1.5 hrs)
- NJEA Training with St. Cloud staff:  Identity Strands (2/22), Cultural Competence (3/1), Difficult Conversations (4/12)

# Contact Information

Hiring Procedures & Practices: jvespignani@westorangeschools.org

Curriculum, Instruction and  Assessment: edemendez@westorangeschools.org

Professional Development: edemendez@westorangeschools.org

Diversity and Cultural Competency: scascone@westorangeschools.org

# Next Steps:

We will reconvene before August to discuss soliciting other interested stakeholders and determine the most effective manner to collaborate.