



School Equity For The Haves and The Have Nots

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Sept. 30, 2021



Who's... Who

Educator

Retired Elementary School Principal

Former President of NJPSA

Former N.J. State Representative for NAESP

NJPSA Coordinator of DE&I

Participant Expectations

- Come with an intentional mindset to learn and grow.
- Refrain from judgment.
- Speak the truth and listen to the truth of others.
- Expect some discomfort as you grow.

Goals:

WE MUST:

- have a working definition of school equity.
- recognize how racism and white supremacy manifest in the school system.
- see inequity, its impact, and what we can do about it as educational leaders.
- utilize available resources to ensure school equity for all of the students of New Jersey.

Important Terms

Civil Rights Laws/ Comprehensive Equity Plan (NJDOE is committed to diversity, equity and inclusion both internally and externally...)

New Jersey Diversity Curriculum, K-12

School Equity

Source: Official site of the State of New Jersey -Department of Education/Equity

Key Terms

Racism: A system of oppression that emerges from beliefs that one race is superior to another based on biological characteristics.

Institutionalized Racism: Racism perpetrated by social and political institutions such as schools, the courts, and the military. Also referred to as systemic racism.

Key Terms

Diversity: The practice of including and recognizing people from a range of different social, ethnic, cultural backgrounds and of different genders, etc.

Justice: A concept on ethics and law that means that people behave in a way that is fair, equitable, and balanced for everyone.

School Equity

Every child gets what they need in our schools- regardless of where they come from, what they look like, who their parents are, what their temperament is, or what they show up knowing or not knowing. Every child gets what he, she or they need every day in order to have all the skills and tools to pursue whatever they want after leaving our schools, to live a fulfilling life.

Equity is about outcomes and expectations- for every child every day. (Elena Aguilar)



OPPORTUNITIES



The Haves and The Have Nots

Directions:

1. Count off in 3s.
2. The 1s group are the “Haves.” Identify the number of students from the classroom profile that would fit into your category. Explain why.
3. The 2s group are the “Have Nots.” Identify the number of students from the classroom profile that would fit into your category. Explain why and describe the possible impact that it could have on the students’ academically.
4. The 3s group will discuss an Action Plan to address the possible impact on students not having the privilege of School Equity.



What do you see?

This is Mr. Jordan's ninth grade high school English classroom that consists of 14 students. It is racially diverse and the majority of the students **are females**.

Approximately 80% of the students are from low income families.

Academically Instructional levels are as follows:

1. On grade level = five students
2. One year below grade level= two students
3. Two years below grade level = two students(Classified Inclusion)
4. Above grade level = two students
5. Three ELL students without performance levels(placement based upon age).

Let us share

Each group reports out

Open discussion

Possible “Takeaways”

Possible Impact of Inequity in our Schools

- High absenteeism
- High rate of discipline reports
- High rate of suspensions /expulsions.
- Learning Loss/ Disproportionate number of students classified in Special Education
- High dropout rates and low graduation rates
- Minimum parent engagement in school projects
- Health issues
- Traumatization

“What's beautiful about this moment is that many of the traditional "givens" around the architecture of schooling- lesson plans, gradebooks, subject matter exams, even classrooms - are being reframed daily, forcing us to think about what really matters.....Everywhere, everyone is trying to figure out what education looks like, and how our usual beacons of success - test score, grades, seat time - have evaporated like water off a turbulent pot. While many clamor for a "return to normal" the voices of educators across the globe are converging around a demand for a new normal:

WHAT WOULD IT LOOK LIKE TO LET GO OF ALL OUR ASSUMPTIONS AND REBUILD THE SYSTEM FROM THE BOTTOM UP: FROM THE STUDENT UP?”

“Street Data” by Shane Safir and Jamila Dugan



Equity in Action Leadership Academy

Dare to be BOLD: From Equity Aspirations to Equity in Operation

A four session academy focused on strengthening the knowledge and skills of all leaders to enhance a district's or school's ability to systemically respond to issues of equity and diversity for students, families and educators. Consider bringing a team of leaders who want to engage in deep learning and apply that learning through a problem of practice you are currently experiencing in your district.

Cohort 2

Session 1: Dec. 13, 2021

Session 2: Jan. 18, 2022

Session 3: Feb. 8, 2022

Session 4: Mar. 30, 2022

Cohort 3

Session 1: Jan. 28, 2022

Session 2: Feb. 13, 2022

Session 3: Mar. 14, 2022

Session 4: May 20, 2022

*All sessions are virtual and run from 9:00 a.m. to 12:00 p.m.

Educational Leaders - Educational Heros

- ❖ You are the Change Agents
- ❖ You are the advocate for ALL of our students
- ❖ You can craft School Equity in your school and in your school district
- ❖ NJPSA/FEA is your source for action!

You are truly appreciated!

Thank you for caring for and for educating
our children!

Be safe and God bless you!

Resource:

Coaching For Equity- Conversation That Change Practice, Elena Aguilers (2020).