

Diversity and Inclusion

Committee

January - June, 2021

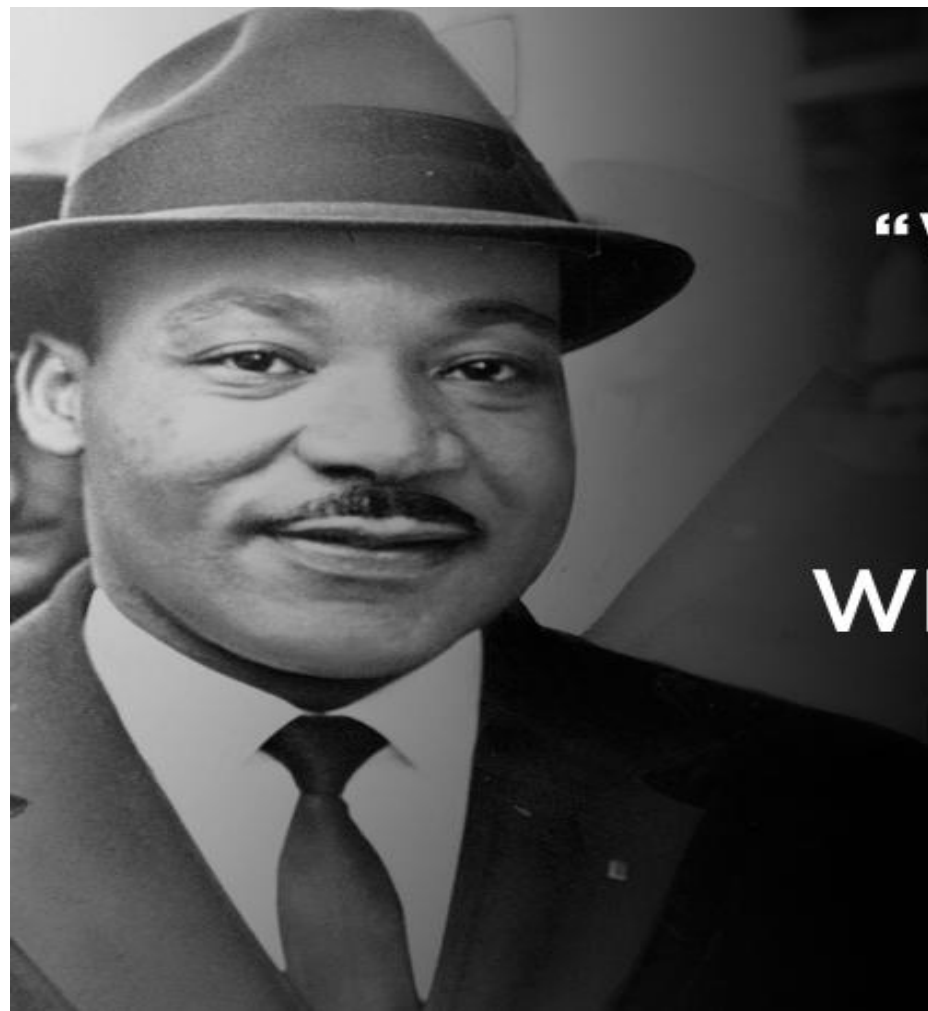
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N.J.S.A 18A:35-4:35

New Jersey became the second state after California to require: “... *instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards.*”

This legislation was complemented in March, 2021 by the passage of an additional law, signed by Governor Murphy, which requires schools to promote “*economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.*” This law further asks schools to “*examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole.*” The law takes effect next school year (September, 2021).



**“WE ARE NOT
MAKERS OF
HISTORY.**

**WE ARE MADE
BY HISTORY.”**

-MARTIN LUTHER KING, JR.

<https://www.glsen.org/sites/default/files/2021-01/New-Jersey-Snapshot-2019.pdf>

Findings from the GLSEN 2019 National School Climate Survey demonstrate that New Jersey schools were not safe for most lesbian, gay, bisexual, transgender, and queer (LGBTQ) secondary school students. In addition, many LGBTQ students in New Jersey did not have access to important school resources, such as an LGBTQ-inclusive curriculum, and were not protected by supportive and inclusive school policies.

LGBT Bullying Statistics

Various surveys conducted by the Gay, Lesbian & Straight Education Network (GLSEN) have found these results about LGBT students in schools:

82%

had problems during the previous year with bullying about sexual orientation.

64%

felt unsafe at school due to sexual orientation.

44%

felt unsafe at school due to gender identification.

32%

did not go to school for at least one day because of feeling unsafe.

44%

experienced physical harassment.

22%

experienced stronger violence.

61%

never reported the attacks.

31%

said the school made no effort to respond (of those that did report the attacks).

September 22, 2010

Ridgewood H.S grad Tyler Clementi

It started with a Twitter message on Sept. 19: “Roommate asked for the room till midnight. I went into molly’s room and turned on my webcam. I saw him making out with a dude. Yay.”

That night, the authorities say, the Rutgers University student who sent the message used a camera in his dormitory room to stream the roommate’s intimate encounter live on the Internet.

And three days later, the roommate who had been surreptitiously broadcast — Tyler Clementi, an 18-year-old freshman and an accomplished violinist — jumped from the George Washington Bridge into the Hudson River in an apparent suicide.



Julie Goldberg

3/29/21

GLSEN has a customizable local school climate survey that asks about all kinds of factors we've been discussing! I created an account to make the survey. It's a very complete menu of possible questions. I've attached a PDF of the questions. Pretty cool! They even analyze the data for you!

Garden State Equality

Human Rights Campaign

GLSEN

The Trevor Project

It Gets Better

Facing History

Learning for Justice

February, 2021: Meeting

Discuss Harvard's Project Implicit to examine attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner that are activated involuntarily, without awareness or intentional control.

Trans Highlands graduate joined us shared that there are many students who are closeted at Highlands. Jason reported about 20 students come to each GSA meeting. Many report hearing "nasty comments under the radar" .

Other students are "out" at school, but hide their identities from their families so be careful to protect their privacy. Jason Grabelsky reported parents accusing him of "making their kids gay."

NJ School Performance Report

95% of the faculty at Highlands and 93% of the administration are white.

Important from the perspective of implicit bias and the need for training.

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.5%	80.6%	77.4%
Hispanic	4.5%	5.3%	6.2%
Black or African American	1.6%	1.3%	1.8%
Asian	11.8%	12.1%	13.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.7%	1.0%

June 17, 2015 Emanuel African Methodist Church South Carolina
August, 2017 Unite The Right Charlottesville, Virginia



October, 2018 Tree of Life Synagogue

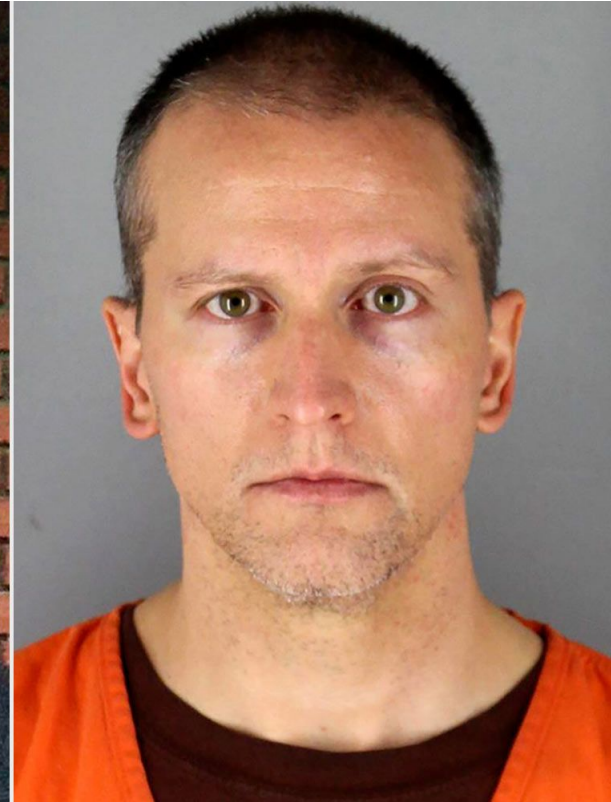
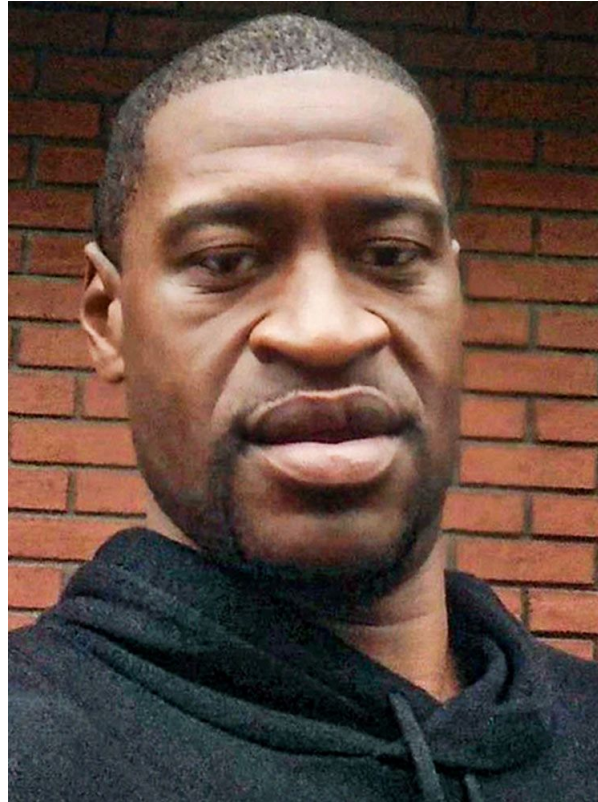


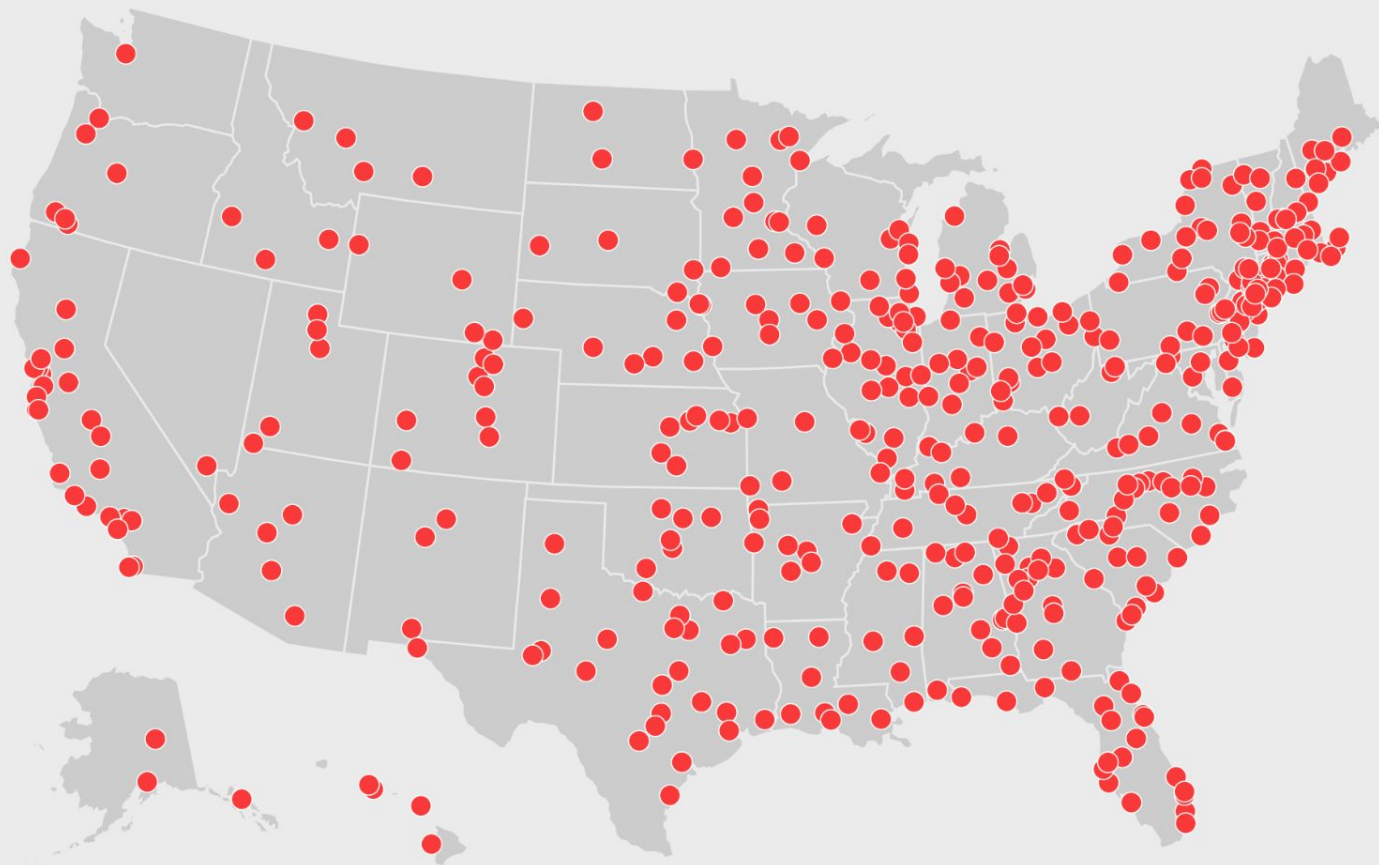
Amistad (2002) and March Meeting

The Amistad Bill requires the inclusion in curricula of educational information and other materials on the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society."

1. We should discuss creating sub-groups to discuss racial justice.
2. Gather a diverse group of students together for Q&A
3. An emphasis on gathering information from recent alumni and current students via anonymous surveys to inform and direct the work of the committee.
4. Developing "actionable suggestions for staff" with links to authoritative sources which may offer additional information
5. Creating a means by which staff could relay concerns and questions to our committee for discussion and response.
6. Discuss the creation of a "Book Club" focusing on issues germane to this committee.

May 25, 2020 - 9m 29s





The Americans With Disabilities Law is (almost) 31 Years Old – July 26, 1990

<http://www.npr.org/sections/goatsandsoda/2015/07/24/425607389/how-a-law-to-protect-disabled-americans-became-imitated-around-the-world>



Senator Tammy Duckworth of Illinois lost her legs in Iraq while piloting a helicopter in 2004. FDR lost the use of his legs to polio in 1921. This is the only photo of him in a wheelchair.



Next Steps

1. Explore racial issues at Highlands by surveying students and forming racial justice subgroups
2. Implicit Bias tests, bias training and SEL activities - On Going
3. Transformational not Transactional (Checking a box)
4. Create a book club for staff
5. Create choice boards - podcasts, books, film
6. Julie Goldberg will organize materials
7. Media Literacy and Social Justice (Julie G, Mike M, Chrissy R)
8. English and History Summer Diversity work