

EQUITY AUDIT REPORT



Mahwah Township Public Schools
2022/2023 School Year

Written & Compiled by US² Consulting
info@us2consulting.com

Table of Contents

Overview of Process & Report	2
District Findings & Themes Overview	5
Theme 1: Providing a strong foundation of common vocabulary and purpose guides the work. 6	
Theme 2: Representation changes lives.....	12
Theme 3: Engaging in transparent communication and being present within the school environment leads to a sense of togetherness.....	23
Theme 4: Feeling welcomed, valued, seen, and heard as authentic individuals leads to more understanding among different perspectives.....	29
Theme 5: Trust is critical for growth.....	36
Theme 6: Providing training, expectations, policies, and procedures that all stakeholders are held accountable for leads to higher success and alignment.....	41
Summary of District Recommendations.....	50
Compiled District Data	54
Betsy Ross School Report	170
George Washington School Report	215
Lenape Meadows School Report	256
Joyce Kilmer School Report	297
Ramapo Ridge Middle School Report	341
Mahwah High School Report.....	417



Overview of Process & Report

Mahwah Township Public Schools has made a commitment to working toward a more equitable and inclusive environment for all their stakeholders, including staff, students, families, and community members. Within their most recent blueprint (strategic plan), spanning 2020-2025, there are four goal areas: Facilities, Social Emotional Learning, Curriculum & Instruction, and Community Connections. Each goal area outlines 4-5 objectives that the district is committing to for the benefit of Mahwah stakeholders. This Audit is a supporting piece to understand the current reality and perception of Mahwah stakeholders. The Equity Road Map, following the dissemination of the report and crafted in conjunction with Mahwah stakeholders, will identify specific strategies that will drive Mahwah's equity and inclusion efforts, ultimately supporting the blueprint.

The conversations between Mahwah Township Public Schools and US² started in the spring of 2022. During the initial conversations, Mahwah engaged multiple firms to conduct interviews and determine the best fit for the Equity Audit to be conducted alongside the Mahwah community. Multiple conversations and interviews took place between US² and MTPS (with both school and district leadership as well as the Board) during the spring and early summer of 2022 before a contract was approved by all nine board members at the Board Meeting held on June 15, 2022.

The conversations between both US² and MTPS led the team to agree on a mid-year Equity Audit to be conducted, toward the beginning of the calendar year. By conducting the on-site visit in January, this allowed all parties to compile necessary information/data and communicate with multiple stakeholders. In addition to the off-site preparations in the fall of 2022, two members of the US² team came to Mahwah to conduct two Community Town Halls and observe at a Board Meeting in October.

For off-site preparations, the US² team met with members of MTPS leadership to discuss general focus areas for the audit, including discussing stakeholder participation, dissemination of surveys, school Self-Assessments, and focus group participation. Ultimately, an adult survey was crafted for caregivers/family members, staff, and community members (available in three languages: English, Spanish, and Ukrainian); a student survey for K-5 students; and, a student survey for students in grades 6-12. In addition to the surveys, the audit team also finalized a Focus Group Interest Form which was distributed to adult stakeholders alongside the survey to solicit interest in being part of the in-person focus groups conducted on-site during the visit.

The district was responsible for distributing the surveys, which were sent out in November with students completing them during school hours in December. Interested stakeholders were also given the opportunity to complete an Interest Form to be included in a focus group. The form was used to conduct a random lottery selection process, in the instance there are multiple people interested in speaking to



the team from a particular building. The lottery process was employed in two of the schools, with all interested parties from the other four schools being invited to attend the school-based focus group. For the two schools where interest was greater than allotted availability, an additional session was offered at central office to hear from all interested members of the Mahwah community. In addition to surveys and focus groups, stakeholders also had access to an email address through the school system that was monitored by the audit team.

The audit team, consisting of four members of the US² team, was on-site with Mahwah Township Public Schools between January 17-20, 2023 with the team arriving on the 15th of January and prepping for the week's visit all day on the 16th. The team also spent much of the fall of 2022 reviewing materials and Town Hall findings regarding MTPS.

While on-site, the audit team conducted focus groups and conducted classroom observations during the day before returning to the hotel in the evening to continue making connections to exemplify strengths and provide potential opportunities for improvement.

The audit team had the opportunity to speak with 385 individuals during the on-site visit across seven stakeholder groups:

- 117 Students
- 25 Administrators
- 39 Parent(s)/Guardian(s)/Caregiver(s)
- 126 Instructional Staff Members
- 58 Non-Instructional Staff Members
- 13 Community Members/Partners
- 7 Board Members

Additionally, 73 classroom observations were conducted (averaging twelve observations per school building) and surveys were collected from 2,965 stakeholders:

- 1,038 K-5 Students
- 1,325 Grade 6-12 Students
- 432 Parent(s)/Guardian(s)/Caregiver(s)
- 126 Staff Members
- 44 Community Members/Partners/Board Members/Alumni

The structure of the following report uses the Self-Assessments completed by district staff members (both at the building and Central Office levels) as a foundation for the audit team to collect data, either confirming or negating, the information believed to be true by those completing the Self-Assessments. After visiting all schools and reviewing all information, both quantitative and qualitative, the audit team identified six themes for the district to potentially focus on, with explicit recommendations within each theme.



Over the report, the audit team provides a summary for the district through the theme analyses, and a summary for each school. All raw survey data is included within this report as well as the analysis of team findings. All names and identifying information have been redacted from survey comments to be able to stay consistent with the promise of confidentiality.



District Findings & Themes Overview

The audit team had the opportunity to speak with 50 people (breakdown below) within the Central Office community on January 17 and 20, 2023. During the focus groups, discussions took place with staff members, both leadership and support, as well as community members, board members, and parent(s)/guardian(s)/caregiver(s).

- Administrators: 13
- Board Members: 7
- Community Members: 9
- Non-Instructional Staff: 14
- Parent(s)/Guardian(s)/Caregiver(s): 7

During these conversations and analysis of data, information and evidence was gathered to lead the audit team to identify the following six themes discussed within this report:

1. Providing a strong foundation of common vocabulary and purpose guides the work.
2. Representation changes lives.
3. Engaging in transparent communication and being present within the school environment leads to a sense of togetherness.
4. Feeling welcomed, valued, seen, and heard as authentic individuals leads to more understanding among different perspectives.
5. Trust is critical for growth.
6. Providing training, expectations, policies, and procedures that all stakeholders are held accountable for leads to higher success and alignment.



Theme 1: Providing a strong foundation of common vocabulary and purpose guides the work.

The first theme identified during the audit process was the need for establishing a strong foundation of common vocabulary and purpose for justice, equity, diversity, and inclusion (JEDI) work across the district. This foundation is best laid when there is common vocabulary and a clear purpose. All stakeholders involved need to be on the same page regarding what the district stands for regarding JEDI work. This includes building a solid foundation defining the WHY for this work as well as defining common vocabulary to ensure consistent communication before moving into the alignment of a mission and vision that aligns with chosen JEDI principles. The foundational purpose, common understanding, mission, and vision set the direction for all future decision-making, expectations, and goals; driving the overall growth of Mahwah Township Public Schools.

Through interviews, observations, and review of documentation, that audit team identified discrepancies among stakeholders regarding the level of understanding and connections across JEDI work. As is the case with many situations, people have multiple perceptions of similar situations; however, with more consistent documented communication, the audit team believes that there are opportunities for further growth. During the audit, the team found examples of pieces implemented well, in addition to potential recommendations for the district to consider.

As with building a home, the foundation is the most important step to consider. Without a strong foundation, everything put on the foundation will eventually crumble. It is important to acknowledge that Mahwah Township Public Schools are not crumbling; they are, in fact, doing very well academically and the morale is also above average (with 88.1% of staff feeling as if Central office provides direction and support for its schools, at least most of the time). However, while on-site, the audit team found some significant gaps in understanding and opportunities for improvement regarding common vocabulary and shared purpose. This theme will discuss the process for ensuring that the WHY for the work is established. This purpose will then move into the need to discuss a common direction (iterated through a mission and vision statement). This common direction is then actualized through a strategic plan with measurable goals. Woven throughout these three steps is the need to also have a common vocabulary.

JEDI work involves examining and addressing systemic inequalities and discrimination, which can be deeply ingrained in society and can have significant impact on people's lives. Because of the severe impact, JEDI work requires thoughtful understanding and nuanced conversation.

JEDI efforts in schools are anchored in a belief that all students should have equal access to high-quality educational opportunities; regardless of identity. This belief is grounded in a recognition that historically marginalized and underserved students have faced significant systemic and institutional barriers to their educational access. Ergo, in order to eradicate systemic barriers and actualize improved outcomes for all



youth, it is important to build a shared understanding about the need for JEDI work in schools by focusing efforts on examining disparities that are evident within the organization and to use a comprehensive and holistic approach to address areas of need. Before doing any of this, it is critical for the stakeholders to come together and answer the question: “Why do we, within MTPS, want to focus on ensuring that all of our students are welcomed, valued, and heard?” This may sound like an easy question to answer, but without having explicit conversations around this foundational question, the community will often push back because of what they *believe* JEDI work to be about. The audit team encourages the district to proactively share what JEDI work means to Mahwah Township Public Schools. By reiterating the importance of all voices being included, and not just those who believe one side of this conversation to be true, the district will be able to gain much more momentum.

Within these same conversations, when discussing purpose, oftentimes a district will also be able to identify the core beliefs/values held by many in the community. As a supporting piece for JEDI foundational work, determining core beliefs/values alongside the purpose, mission, and vision, the audit team believes that the district will see much more sustainable results.

It was very clear to the audit team that the stakeholders all cared very much for the Mahwah community and students within Mahwah Township Public Schools. However, when asked about the JEDI/DEI work being discussed and/or implemented within the district, there were varying opinions. The audit team believes that much of the disagreement is because of the language being used and/or communication techniques rather than the concept itself. If the purpose is to ensure that all students can be their authentic selves and have access to opportunities that lead to success, there will likely be very little pushback, if any. In speaking to many stakeholders, the audit team heard these statements as a driving force; however, it was not consistent nor did the audit team find this reiterated throughout the buildings.

Once the purpose is clarified and communicated, the district can work to ensure that their mission and vision statements align with their purpose. Having a clear vision and mission statement that embodies JEDI work is needed to serve as a focal point for district decisions by providing direction to ensure that all activities and initiatives align with the larger goal of creating a more equitable and inclusive learning environment. According to the strategic plan that the audit team was provided:

“The mission of Mahwah Township Public Schools is to provide every student with the opportunity to maximize his/her educational and career potential in safe, high-quality facilities, led by well-trained and dedicated administrators, teachers, and support staff. Our district exists for its students. Our children, who are our future, give us the opportunity to work together, despite our differences, and find commonality of purpose. This purpose is to provide our students with a comprehensive educational program within a safe supportive school environment that recognizes the worth and dignity of all individuals.”

Within this mission statement, there are many attributes that align with JEDI principles, such as ‘every student’, ‘safe’, ‘despite our differences’, and ‘worth and



dignity of all individuals’. Also, within the mission statement, there are opportunities for improvement, such as using binary gender markers ‘his/her’, not explicitly discussing the importance of social emotional safety (although it is inferred), and not mentioning the opportunity for stakeholders to be their authentic selves and learn about those who are both similar to, and different from, themselves. Ultimately, once the purpose is defined, the vision will be a natural next step progression – then leading to a mission statement.

The audit team, through data presented by the district as well as through conversations with stakeholders while on-site, learned that there have been strategic plan meetings that include multiple stakeholders. In order to accomplish a clear vision and mission that permeates the district, the audit team recommends the continuation of bringing together multiple stakeholders (inclusive of instructional and non-instructional staff, parents/guardians, students, Board members, and community members); however, the audit team recommends that the group work together focused specifically on core beliefs/values, mission, and vision statements that represent all stakeholders within MTPS. By including all stakeholders, the work will be grounded in experiences and perspectives of the population impacted through MTPS. It is important that the vision and mission statements reflect the district’s core beliefs/values regarding JEDI work in schools; this will be critical in helping to anchor the district’s efforts in accordance with this work. Recognizing that this approach does not guarantee 100% alignment, nor should it, it is important to acknowledge and hear all voices. Using the information gathered from stakeholders to craft core beliefs/values and a mission and vision statement, and then using these statements to guide decision-making for the district, will enhance overall buy-in from the community as well as a higher level of understanding and alignment.

Once values, mission, and vision statements are finalized and communicated among stakeholders, it is critical for district leadership to infuse this into all initiatives. As with schools across the country, there are a lot of initiatives being imposed, and without alignment to a common purpose, staff burn-out will likely ensue. Instead, focusing on the overall purpose that is infused throughout all initiatives/goals, will lead to a stronger sense of togetherness.

As an extension of the district’s Strategic Plan, district leadership developed a blueprint (spanning 2020-2025) that includes four areas: facilities, curriculum and instruction, social emotional learning, and community connections. References to diversity and inclusion are embedded in language throughout the document and there is an understanding among stakeholders that the district wants to incorporate JEDI work to foster an inclusive learning environment for all students; however, in further review, the audit team did not see direct statements regarding DEI/JEDI work that is forthright with the expectations and there is a lack of consensus around what this actually means. Instead, the goals are written from a more qualitative approach, referencing the need for students to ‘feel valued and respected’. Although this is definitely an altruistic goal, it is important to have clearly articulated and direct goals that align with measurable expectations. This helps leaders ensure that all stakeholders are held accountable for making progress toward their goals and creating



meaningful change. This also helps leaders prioritize initiatives so that resources are allocated to allow for greatest impact. When vision, mission, and goal statements are clearly articulated, JEDI work will remain an important focus, even as leadership changes or other priorities arise.

Throughout all of the above components, having a shared understanding of key concepts and language is essential in any collaborative environment. This is especially true when it comes to addressing complex and sensitive issues like justice, equity, diversity, and inclusion in learning environments. Concepts related to JEDI work can be emotionally charged and complex because they relate to matters such as power, privilege, and social identity. In order to advance excellence in JEDI work, it is vital that all stakeholders have a common understanding of what justice, equity, diversity, and inclusion mean and its' importance to continuous improvement within the MTPS community. This understanding will help to solidify the foundation that will give clarity to the purpose driving the efforts in ways that will ensure that everyone is working together in a coordinated and effective way. By working in a coordinated fashion, this will help to avoid confusion and misunderstanding among stakeholders.

To showcase the lack of common understanding within the district, the audit team asked multiple stakeholders during focus group interviews to define terms such as equity, diversity, and inclusion. The audit team also asked members of focus groups to share their perception of the purpose of the equity audit. The answers varied greatly. Some of the comments related to a new curriculum (mandated through the state) while other comments related to the 'indoctrination' of Mahwah students. Although the audit team heard a variety of responses, more participants shared their support for the work than those who did not.

The discrepancies in stakeholder perceptions could be for multiple reasons: lack of common vocabulary being defined, lack of communication from leadership to share common understandings, stakeholders not hearing other perceptions (whether by choice or not having the opportunity), or a plethora of other hypotheses. It is difficult to measure something that multiple people have a different definition and/or expectation for. One example of this is when the audit team asked staff members to share how they showcase cultural competency in their classrooms; all but one building asked the audit team what cultural competency was. If the definition of something is not known, action steps cannot be taken toward results regarding the topic in question. It is important to note that the district created a page on their website specifically to share updates regarding the Equity Audit; it is evident, however, through focus group interviews, that some of the stakeholders did not necessarily read the information that was posted on the page regarding the audit – or they didn't believe the information that was shared. In order to bridge some of these gaps, the audit team recommends defining vocabulary alongside the core beliefs/values, mission, vision, and goals aligned to DEI/JEDI work and sharing that with the community in both town halls, written communication, and the website. The concept of trust will also be discussed later in this report. In addition to writing this work down and talking about it, the audit team recommends continued alignment to



viewing everything within the district through a lens of DEI/JEDI (aligned to a common purpose for MTPS).

In addition to definitions and terminology, it would behoove the district to review the origin of some words. Even though some words have been used for centuries, many words in our current language originated during the times of colonialization and have a history embedded in oppression and/or cultural appropriation. For example, the use of the word ‘Master’ originated during the era of slavery and is being replaced in many arenas. Instead of saying, ‘Master Schedule’, consider using a ‘Main Schedule’ or another word/phrase determined by the district. In addition, the phrase ‘spearhead an initiative’ was used many times during conversation. Rather than using a term that denotes cultural appropriation of the Indigenous/Native population, the audit team recommends the use of other phrases such as, ‘lead the effort’ or ‘guide the conversation’. This example is even more prominent because of the strong connections to the Native/Indigenous population and history of the land that MTPS sits on. Although there is a strong history of the Lenape people, the audit team saw minimal evidence throughout the district discussing this connection – with only one school having any physical representation with an exhibit in a hallway. In addition to not having physical representation, there were different pronunciations for one of the school names, Lenape Meadows, as well. This will be discussed further in the theme around representation.

Focusing on a common understanding of JEDI work can bring a sense of togetherness in schools by promoting a culture of inclusivity, respect, and understanding. When this is prioritized and integrated into the fabric of a school community, it sends a message that every individual, regardless of their background, identity, and lived experiences, is valued and respected. Moreover, the work becomes an essential component to eradicating barriers that may have historically exploited differences among people. When everyone within the school community has a shared understanding of JEDI values and terminology, they are better able to embody actions that create a more welcoming and supportive environment where all students, staff, and parents/guardians/caregivers are included.

While reviewing survey data and interviewing stakeholders, the audit team noticed a sense of confusion. This confusion led to fear, in some cases. When referencing the idea of fear, it is important to note that it is common to fear the unknown. Without a strong understanding of what JEDI work entails, some stakeholders created their own narrative, which may or may not be accurate according to the intentions of the district. With comments ranging from “JEDI work will create a divide between people rather than bring them together” and “JEDI work will help to improve students’ emotional intelligence and their awareness of themselves and others”, there were definitely different viewpoints expressed. In addition to what is actually included within JEDI work, there were some stakeholders who expressed the way the work is being discussed, with the word ‘indoctrination’ being used. Again, it is critical to discuss JEDI work as a foundation to ensure equity and inclusivity and not a political agenda or a way to include only one opinion or persuasion aka indoctrination.



Ultimately, by creating a solid foundation with common vocabulary rooted in the purpose for this work, stakeholders will be involved throughout the process – leading to more long-lasting and effective change. Having a solid foundation also allows for greater accountability because expectations will be solidified. The following is a more succinct listing of recommendations provided throughout this section.

Recommendations:

- Help all stakeholders understand the WHY behind JEDI work
- Reinforce the concept that JEDI work is centered around respect and consciously move away from it being political
- Include stakeholders in the next steps (either using the already existing strategic plan committee or forming a committee specifically focused on JEDI integration)
- Consider crafting core beliefs/values that align with the purpose above
- Craft DEI/JEDI mission and/or vision statements or consider rewriting current mission/vision statements to be written through a more JEDI-focused lens
- Revisit the Strategic Blueprint to include more explicit JEDI-focused goals with measurable metrics
- Craft common vocabulary for terms being used surrounding JEDI work to allow all stakeholders to form foundational understanding; Create a glossary for identified terms
- Consider the origination of words being used within the district and shifting names/titles that may be offensive
- Consider the creation of a decision-making framework that aligns with district core beliefs/values, mission, and vision
- Align all communication efforts to include newly developed beliefs, vision, mission, and goals using the lens of JEDI work



Theme 2: Representation changes lives.

The second theme identified during the audit process was the need for more equitable representation – in personnel, curriculum and resources, access to programming, and discipline referrals. With the strong diverse history within MTPS, it is important that all groups are represented and included across all facets of the district. Strong representation shifts the trajectory of our thoughts and future. It provides space in which we can learn from one another and respect each other's differences. Each experience within different cultural identities influences the perspective of those stakeholders. By working to develop an understanding of the impact of those perspectives on decisions made by the district, any gaps in inclusion can be identified and addressed accordingly. Students and families deserve to see themselves represented in both the people that surround them and the resources they learn from. Representation creates a sense of belonging, which needs to be a top priority within a school system. Efforts to improve representation can be reflective in things such as programming, discipline, messaging, materials, personnel, decorations, decision-making, and voice. It has been identified through interviews, surveys, and observations that this has not been taking place at a capacity that is conducive to creating an equitable school system within MTPS.

One of the more obvious components of representation is the demographics for personnel. In addition to several adult stakeholders sharing their perceptions around the lack of a diverse staff, students also reported a lack of visual representation in the staff (only 28.9% of K-5 students and 40.52% of 6-12 students reported seeing an adult that looked like them at school, at least most of the time). Although diversity and equity should not exist solely to check boxes, students will feel more comfortable and engaged if they see their identity represented in the adults that they respect. The demographics of survey respondents showed both a racial and gender disparity within the staff. When considering race, only 4.76% of staff self-identified as a race other than white. Gender was also disproportional across the district, with only 18.25% of staff self-identifying as male. It is worth noting that the survey data is limited, as less than half of the reported staff (126 people) responded to the survey.

During the audit process, it was evident that the district is already aware that there is evidence of disproportionality. The audit team heard about a need for more representation from all schools within the district. The awareness of the necessity is a large first step to reaching more proportional representation among staff members. Increasing diversity among personnel starts with recruiting diverse candidates, hiring diverse candidates, and then retaining and promoting diverse staff.

When looking to recruit diverse candidates, assessing recruitment avenues as well as ensuring the environment is welcoming for people of diverse backgrounds is paramount. People want to be in an environment where they feel valued and not seen as a 'token'. In speaking to some of the staff members who self-identified as being from a marginalized population, many of them shared that they often feel 'alone' in the



district because there are so few opportunities to work alongside other staff members with similar lived experiences. Not only does this speak to the ability to recruit others, when they don't see people that represent them in the organization, but it also impacts the ability to retain diverse candidates once they are brought in. When looking to recruit, the audit team suggests researching organizations that support people from diverse backgrounds, such as HBCUs (Historically Black Colleges and Universities), organizations that comprise their membership of specific identities, such as Latinx Education Collaborative and caucuses within the NEA (National Education Association), and teaching pre-service organizations, such as Teach for America.

While reviewing the hiring process, it is important to acknowledge the level of importance that diverse voices have within a school community. It is critical for schools to hire the best candidate. However, the parameters for determining what makes a candidate the 'best candidate' can be determined through conversations and directives from district leadership. The audit team, after reviewing the data provided, believes a hiring rubric with specific factors identified would be invaluable to diversifying the staff within MTPS. When identifying factors to be included, it is important to consider lived experiences as much as academic experiences and qualifications.

Along the HR continuum of personnel, the final phase of diversifying staff is to retain diverse employees. People stay in organizations where they feel valued and part of a community. In speaking to staff members, the audit team heard disenchantment among some of the staff – especially in regard to feeling valued. The main idea behind retention is to allow stakeholders to be authentically themselves – which will be discussed in a future theme. Ultimately, to be able to maintain a diverse workforce, once you have one, it is critical to maintain a culture of inclusion and acceptance.

In addition to stakeholders discussing the need for a more diverse staff, the audit team also heard from some stakeholders that 'drawing attention to a need for more representation in staff creates a divide – drawing attention to differences'. This is quite common when discussing JEDI topics in schools, especially in school systems where there is a strong representation of the dominant culture. Although some stakeholders shared the desire to not talk about issues of race and other identity groups, it is important to notate the multiple studies that show children as early as nine months are able to categorize faces based on race and that race-based discrimination begins materializing before children start elementary school.

Throughout most of the school buildings and classrooms, the audit team observed a lack of cultural discussions. At one of the buildings, the audit team was asked how cultural competency was defined, which is an important starting point for the district. Cultural competency (recognizing one's own cultural beliefs and values and having an awareness of how these may be different from those of other cultures) is an essential starting point for reaching students from different backgrounds. A starting point to discussing representation is identifying the various cultural backgrounds experienced by students in the classroom and beyond. By identifying who is in the classroom,



intentional representation of their cultures and beliefs will create relevancy for students as they learn about themselves and the students around them.

One of the identity groups that had a wide range of representation within the district was religion. There were various ways of addressing religious inclusion observed at the various buildings throughout the district, such as having homework-free religious observances even when holidays are not officially recognized as days off within the district, discussing and celebrating holidays that students in the classroom observe, and providing materials through the DEI library to represent students' cultures. These efforts demonstrated an awareness of the religious diversity throughout the district. Stakeholders also recognized opportunities for improvement within the initiatives of the schools. One stakeholder shared:

It would be nice to see a holiday recognizing a Hindu festival in the school calendar. Mahwah has a considerable Hindu population, and a day off to celebrate Diwali with family would be a great way to give recognition to a religion and culture, so that children can celebrate the day of their holiday, without putting it off to the weekend or having a rushed festival at the end of a long day.

This comment reflects just one aspect of the religious diversity that is seen throughout the district and gives an example of where equal accommodations are not always equitable to families. It is important to be truly inclusive with religious observances and practices, ensuring that all students have an accessible avenue to request any needs to observe religious practices in accordance with the belief system of the stakeholder.

The audit team recommends having structured, district-wide training in how to lead age-appropriate conversations around different cultures and/or perspectives. Properly discussing diversity and giving students the space to ask respectful questions while exploring differences develops empathy and a broader understanding of those around us.

Within JEDI efforts, it is common to encounter philosophies and efforts that are filled with good intention, but do not enact real change within a district. The impact falls short of the initial vision. An area where Mahwah's intentions do not always equal impact within the district's culture of representation involves a few louder stakeholders pushing back against the current DEI efforts. The audit team heard several of the most common objections from these stakeholders, including a preference for the technique of color-blindness (ignoring racial discussions entirely) or referencing the Golden Rule (treating others as you would like to be treated) as the only effective way to bridge cultural gaps. Although many are taught to "not see color," this concept is harmful because it ignores the lived experiences of people of color. These lived experiences shape a student's perspective and learning style, and acknowledging this validates the students' experiences through celebrated representation of the diverse identities seen in the classrooms within MTPS.



Ultimately, to provide the most inclusive environment for students, it is important to represent all cultures and identities, without being asked and without inaccuracies. We must be curious and encourage curiosity among our youth. Curiosities are best-sparked during classroom discussions. The audit team saw minimal examples of authentic conversations regarding cultural competence while conducting classroom observations. There were also missed opportunities identified by the audit team for authentic conversations. One of the most obvious areas surrounds the connection to the Ramapough (also spelled Ramapo) Lenape Nation. Although the reported numbers of native/indigenous students within the district is quite low, the audit team spoke to some members of the community who felt that many families chose to not disclose their affiliation with the local tribe due to community discrimination. The audit team, when conducting independent research, found multiple citations and accounts of discrimination regarding illegal dumping on sacred land and indigenous burial sites. It was also noted that although one of the schools within the district is named after the local tribe, there were multiple pronunciations of the name across all stakeholder groups. Although the mispronunciation of the tribal name is a community-wide issue, it impacts the perception of the school's inclusiveness of indigenous students. The name of the community and district, Mahwah, also has a strong connection to the Indigenous people and language – meaning 'place where paths meet'. Speaking to facts about the land the community sits on and respecting the native culture is a great place for the school to make explicit efforts toward intentional inclusion of all its' stakeholders. There were artifacts from the Ramapough Lenape Nation located inside one of the schools, which is a starting point for the district to expand the recognition and show respect for the indigenous land that surrounds the district. More intentional implementation of historical and present-day representation of the Lenape tribe will lead to a better understanding and respect of the tribal land on which the schools are built. To further reiterate the impact of this work, an alumni wrote the following in their survey response:

The history curriculum in Mahwah is white-washed. Some of the founders of Mahwah were slave owners. There is a slave cemetery at Ramapough College. I am not aware of ANY attempts in Mahwah's curriculum for students to acknowledge and study this fact of history. The primary documents proving this are available at the Mahwah Museum, but this continues to be swept under the rug. Nor does Mahwah do anything that I am aware of to acknowledge the history of Native American removal from Mahwah. Students are taught basic facts about the Ramapough Lenape tribe, but little else as far as I have seen. The history of LGBTQIA Americans is similarly absent. These are two examples, but in general I have not seen any evidence that students are asked to engage with difficult questions about the history of Mahwah or America in general.

Another factor to consider when increasing representation is within materials found throughout the district. This includes curriculum, resources, and décor within the school buildings. In addition to the example above regarding décor (showcasing



native/indigenous artifacts in one school), there were additional examples seen by the audit team while on-site.

Although there were some images and information about various cultures on the walls at a few of the school buildings, the representation of multiple diverse identities did not always seem intentional. One of the visual representations observed by the audit team was posters of famous leaders overcoming adversity. The stories and images included in the display were of Walt Disney, Dr. Seuss, J.K. Rowling, and Martin Luther King, Jr. These individuals have inspiring stories; however, the representation choices are stereotypical and expected, only including one person of color and one woman. In addition to the lack of visible diversity, several of these individuals are shrouded in controversy, which can be alienating for students who have experienced oppression in ways that these individuals have perpetuated bias. Other school buildings either lacked personal expression entirely in their hallway and classroom décor or had homogenous representation in the materials displayed. Branching outside of the traditional/expected displays of advocacy can introduce students to influential role models who reflect the district's diversity and provide relatable representation for students.

Students who can see themselves reflected in the classroom materials are more likely to be successful than students that do not have these influences. The district has made an important first step toward improving representation in classroom materials with the implementation of DEI libraries. These libraries have made positive representations of diverse identities available to the classrooms, though only instructional staff received the materials. Visual representation allows students to see themselves reflected within what they are learning, and this promotes feelings of inclusion and belonging for the students. It also allows students to see individuals who are different from themselves, creating a space to engage in healthy conversations celebrating differences and learning about different perspectives.

In addition to the visual representation found in the DEI libraries, it is recommended that the district consider a rubric to be used when adopting new resources and/or creating lesson plans. When considering a rubric for the adoption of new resources, it is important to consider the characters as well as the author and illustrator. In addition to the identities themselves, it is important to reflect on the different perspectives offered in the resource and whether it allows for the opportunity for the reader to see themselves and/or others in the community within the text. When creating lesson plans and/or considering desirable traits during teaching, some of the pieces to look for could be the encouragement of curiosity, offering multiple perspectives without judgement, and/or encouraging students to take action against unfair behaviors.

Intentionality is an essential aspect of proper implementation of diverse instructional materials. At the building level, it is good practice to regularly assess the demographics collected by the State of New Jersey as well as any additional statistics collected by Mahwah Township Public Schools and identify the broad spectrum of



identities within the district. By knowing who is in the classrooms, it becomes easier to pick materials and classroom décor that is representative of the students' learning experiences. It is also recommended that all identities are recognized in classroom materials, since students who leave the area for school or work will encounter many individuals from a variety of cultures. Developing this representation will involve bringing in books and materials with more recognition of gender diversity, racial diversity, and more recognition of religions outside of the dominant culture.

Among the schools, in addition to what was observed as opportunities for improvement, there were a few notable examples of diverse representation in school décor and materials seen by the audit team. At one school, a mural on the wall included several skin tones and representations of diverse abilities, genders, and backgrounds. The implementation of DEI libraries across the district brings student identity into classes, with monthly DEI book suggestions and options for class activities. Many of the books are available year-round, to all students, even outside of the classroom itself. One of the schools delivers diverse curriculum to students through ELA book choices that have historical lessons on sensitive topics. These reading options provide an emphasis on intersectional identities and self-reflections for cross-subject representation in social studies lessons. While it was stated by all schools that there was representation in classroom library materials, it was evident that there is not a district-level expectation of representation within classroom libraries as some collections had minimal diverse selections.

By providing strong representation among the personnel, décor, and materials, the district can embrace the identities seen within the schools and the greater community, allowing students to connect with and relate to their education.

In addition to the above components of representation, it is also critical to review disproportionality among programming and discipline numbers. Representation in programs and services is another aspect of inclusion for all students. When comparing racial demographics for any given program, whether it be gifted & talented programs or special education services, it is important that the program demographics are proportional to that of the overall school body. There were limited demographics available from the district regarding student participation in programs, though the survey results in many of the schools suggested the potential for disproportionality with how students are encouraged to pursue advanced classes. While the audit team was not provided program participant demographics, the surveys and focus groups exposed some of the potential areas of disproportionality. When asking students to share what extracurriculars they are involved in, 35.12% of middle and high school students who answered exclusively none of the above identified speaking multiple languages at home or English as a second language. Furthermore, 47.02% of these students identified as non-white. Overcoming program disproportionality involves the intentional outreach to students who are not currently engaged in the programs provided. This is important not only in special services but also in the representation for programs such as Gifted & Talented, STEAM programs, and the Career Pathways



program to avoid disproportionality that reflects stereotypical gender roles. The Career Pathways program allows students to take courses better preparing them for a specific career – even offering course credits that can be transferred to many colleges/universities.

In order to increase representation across multiple identities within advanced programming, some students will benefit from more direct communication. Without feeling as if they ‘belong’ in the more advanced classes and without a staff member encouraging them to enroll in the advanced classes, some students will not feel motivated and/or encouraged to do so. A student who has received encouragement from a staff member to challenge themselves and feels supported when needing accommodations is significantly more likely to be successful at school than a student who is ‘invisible’ and not given the motivation to be successful. One way to ensure that students of all backgrounds are motivated to achieve their highest potential is to consider the implementation of a student/staff mentoring program. By incorporating this idea into the district as a whole, systemic opportunities such as mentor days can be provided, ultimately leading to higher levels of sustainability and success.

In order to address disproportionality within programming efforts in the district, it was quite difficult for the audit team due to not having specific data on certain courses/programs. It is recommended that more detailed demographic assessments are maintained for programming across the district. By knowing where representation is lacking beyond basic racial and gender identities, a more focused opportunity for recruitment to programs can exist to reach the specific populations that are underrepresented. Socioeconomic status, family dynamics, and ability status are just a few examples of other identities that lead to disproportionality within program representation. Tracking information such as how many students in a program are on free/reduced lunch or have physical or intellectual learning differences can help educators make intentional, thoughtful referrals to the programs offered in the district. Knowing these additional demographics can also help with the assessment of any disproportionality, allowing the district more information to understand why students of certain identities are not being recruited or added to programming options. Although some demographic information was provided for some programs, there didn’t seem to be a universal data system to allow for discrepancies to be identified. Once these disproportionalities are exposed, the audit team recommends asking questions such as, “Why doesn’t this class have any students who identify as ___?” or “Why are all of the students who identify as ___ in this class?” By asking these questions, the district will be able to identify any potential biases that are impacting decisions.

The audit team heard from stakeholders that one particular group that was often left out of the conversation regarding programming opportunities are students who enter the workforce immediately after high school. Although the Career Pathways program received very strong reviews and seems to be an influential program for student success, it does not serve students who would prefer a trade school after high school.



Though a college education is a valuable route for many students to pursue, it is not the path for all students. In order to provide a truly inclusive environment, it is recommended that effort is placed in providing experiences for all students – both college-bound and work-bound. There are notable trade schools nearby that can provide quality options to students, particularly those for whom a four-year college is not part of the plan. It is recommended that the district connect with trade schools to share what they have to offer students and allow the exploration of trade industries.

The Thunderbird Program is a powerful opportunity for community members to collaborate with teachers and students, providing real-world application of classroom content. By partnering with community members and alumni to demonstrate career options, students are able to see real-life application of the knowledge they are gaining from school. While the Thunderbird Partnership program received rave reviews, the audit team recommends the intentional outreach to more diverse partners. This will help students see more diverse faces in the schools – especially while the diversification of personnel takes time. Although the audit team is making this recommendation, it is important to note that many of the examples shared with the audit team regarding the Thunderbird program were cultural experiences; hence why the team feels the Thunderbird Partnership program may be the best first step toward exposing students to more cultural experiences.

Lastly, when speaking to representation, it is important to discuss disproportionality among discipline numbers. The audit team saw evidence of disproportionality within discipline numbers in many buildings in the district. Boys at nearly all grade levels were disproportionately disciplined compared to girls, and comments were made by parents/caregivers/ guardians, staff, and students on the surveys that it seemed as though girls are given a ‘pass’ on their behaviors more than the boys. At the middle school level, disproportionality was especially seen related to gender, with 82.61% of reported incidents in the first half of the 2022/2023 school year involving boys. Similarly, multiracial students accounted for 10.14% of discipline at the middle school level, while only 6% of students are identified as such in the enrollment records. Black students accounted for 13.37% of disciplinary reports at the high school level, while only 4% of the student body identifies as Black. Hispanic students are also disciplined disproportionately, with 12.5% of disciplinary actions compared to 8% of the student body. Regarding gender, the high school deviates from the other schools in its disproportionality. At first glance, it appears gender discipline is nearly comparable to the student body. However, when breaking down gender by racial identity, Black, Asian, and Multiracial females were disciplined at higher rates than their male classmates. Of the 46 disciplinary incidents at the high school involving Black students, 76.09% involved females while the overall student body of students, regardless of race, is 50% female. Asian females were disciplined 65.71% of the time compared to overall incidents involving Asian students. The most dramatic difference was that involving Multiracial females, who accounted for 90.48% of the incidents involving Multiracial students. Many of these numbers could be explained by implicit biases held by staff members.



In order to overcome and reduce the disproportionality in both programming and discipline, it is critical for staff members to recognize their role. Implicit biases about expectations surrounding intelligence and interests can influence decisions around programming if left unchecked, even if it is unintentional. Implicit biases learned about behavioral stereotypes can influence decisions around discipline if left unchecked, even if it is unintentional. To address this situation and work to eradicate the negative impact biases have on students, it is important for all staff to undergo intensive work around recognizing and understanding biases, both personal and organization-wide, unpack the impact of such biases, and take steps toward reducing the gap that exists because of societal biases.

Another area of discipline that was seen as a potential concern around bias are the dress code policies seen at three of the school buildings. In further exploration, the audit team discovered that there are two dress code policies (one for K-3 and another for grades 4-12). The K-3 dress code policy focuses mostly on safety, speaking to clothing. It is the opinion of the audit team that the K-3 policies are written in a way that is reasonable and appropriate for the age group. The other dress code policy (for grades 4-12) goes into detail about what types of clothing are not acceptable at school, most of which being stereotypical feminine clothing. Dress codes that use “distracting” and “not conducive to learning” are often rooted in the outdated belief that it is the person wearing the clothing, not the person objectifying the person, who is responsible for the distraction. This mindset of punishing the student for the clothing instead of addressing the hyper-sexualization of young women has been proven to not only be ineffective, but also a key factor used to justify sexual assault. Other dress code policies of note include prohibiting “Anti-Religious References” in clothing, while still allowing for religious references, and prohibiting clothing that “may be construed as gang related.” These two statements are very vague, as they are left up to the interpretation of the staff enforcing the dress code. Especially when looking at what is considered gang related, it is extremely common for stereotypes and implicit biases to cause more students of color to be disciplined for their clothing under this rule. Another discriminatory issue within these three dress codes is the need for pre-approval of religious head coverings by administration. It is a very fine line between maintaining a neutral policy on head coverings, as well as deeming certain clothing or phrases “anti-religious,” and infringing on the religious freedom of students.

The audit team recommends the examination of the current dress code and potential revisions to be more neutral while maintaining inclusivity of the diverse populations within the district. While dress codes may have legitimate goals such as maintaining a professional or safe environment, they can also be used to reinforce sexist attitudes and practices. It is important to critically examine dress code policies and ensure that they are fair, inclusive, and do not perpetuate harmful stereotypes or gender-based discrimination. According to the Anti-Defamation League, using the language that is in the dress codes regarding gang-related apparel and religious apparel is also a slippery slope into policies that go against students’ first amendment rights. Those who are



responsible for enforcing dress codes may have personal biases or prejudices that influence how they interpret and enforce the rules leading to unfair or inconsistent enforcement. Dress codes that maintain a uniform appearance through neutrality, such as sticking to prohibiting vulgarity and nudity, or policies about clothing that create a safety hazard (as seen with the policies around open-toed shoes and shoes with wheels) can help negate discrimination and bias.

When reviewing the importance of representation, the audit team would be negligent if the importance of providing communication and information in the first language wasn't discussed. As a multilingual district, it is important to know who is receiving communication from the district (and its' schools) and if those communications are distributed in a way that is accessible for the stakeholders. With multiple languages being spoken by families in the district, it is important to provide information in the native language or provide access to opportunities for translation. MTPS uses software to communicate with families that translates the messages sent by the school into over 70 different languages, which can be selected by the stakeholder. The languages spoke in the home that are represented by the survey data (over 40) demonstrates why this program is an essential tool for MTPS. However, when speaking to some of the stakeholders, the audit team was told that the interpretation and translation services often fell to the local staff. When asking central office leadership about this, the audit team was told that there are opportunities for interpreters as well as the multitude of offerings for families who are part of the EL (English-Learning) community. Unfortunately, because the audit team did not have the opportunity to speak to any self-identified EL families, it is difficult to assess what recommendations to make. It is noted, though, that only six (6) surveys were received by families that completed the survey in a language other than English.

Ultimately, representation – among all areas listed above – provides a sense of belonging. The recognition of different cultures and beliefs across the district is an initiative that is clearly important to district office, but also one that can, and has, caused pushback from some members of the community. Students learn from their surroundings. As adults in the environment, an emphasis must be placed on treating all individuals with respect and providing a safe space where people belong. Identity spans well beyond those that are obvious to the eye, such as religious identity, socioeconomic status, and/or immigration status, to name a few. The following is a more succinct listing of recommendations provided throughout this section.

Recommendations:

- Enhance recruiting efforts that focus on marginalized populations
- Craft a hiring protocol/rubric that places value on diverse identities
- Promote a sense of belonging among staff from diverse identities using PLCs and/or Affinity Groups
- Conduct intentional conversations about cultures and differences; promoting cultural competency



- Consider placing a voice clip on the website regarding the pronunciation of Lenape
- Include lessons about the Ramapough Lenape Nation into all grade levels
- Consider classroom décor and materials that go beyond the “expected”; ie, focus on lesser-known people/events that don’t fall within stereotypical assumptions
- Train staff on how to encourage curiosity and discuss controversial topics in the classroom
- Craft a rubric that can be used for adoption of materials (including concepts around who wrote it, who is in it, and what viewpoint it teaches from)
- Consider implementing diversity ‘look-fors’ when conducting classroom observations and/or walk-throughs
- Form a mentorship program for students to be paired with an adult in the building
- Maintain all student demographics for programming efforts and assess against student populations
- Collect student demographics and referring teacher information for discipline referrals, consequences, and suspension rates
- Ask questions regarding WHY students aren’t being enrolled in certain programs
- Explore trade school partnerships and/or opportunities for students that choose not to attend a four-year program after high school
- Encourage more diverse Thunderbird partnerships
- Train staff on implicit bias and the impact of bias on expectations
- Consider revisions of dress code



Theme 3: Engaging in transparent communication and being present within the school environment leads to a sense of togetherness.

By bridging gaps in representation and access, the district can ensure that all stakeholders have the opportunity to share their voices and that their needs are considered when making district decisions. When stakeholders from different groups come together to discuss an issue, it can help to foster collaboration and create a sense of shared responsibility. Once these gaps are minimized, more effective problem-solving and decision-making can be accomplished. By engaging in dialogue and actively seeking out input from all stakeholders, this can help to build trust between groups. This dialogue can lead to more positive and productive relationships in the future. Additionally, by incorporating diverse perspectives and ideas, the district can create stronger, more relevant outcomes that are more responsive to the needs of all stakeholders. This can lead to more effective and sustainable solutions to complex issues.

Transparent communication provides a feeling of security – leading to trust and a sense of togetherness. Although the audit team found this in pockets within MTPS, there was not an overall perception of transparency. While the audit team was on-site, this theme found the most differences of perception. In some cases, there was a strong sense of camaraderie among stakeholders – the people of Mahwah truly love the community. While in other cases, there were reports of ‘us vs. them’ speaking to multiple identities/groups (i.e., central office vs. buildings; parents vs. staff; individual buildings against one another because of socio-economic status/clout). The audit team believes that with consistent transparent communication, the community as a whole will be able to come together as a strong inclusive force for the students within Mahwah. This theme aligns very closely with the fifth theme around trust.

Transparent communication starts with a strong sense of presence and visibility. When people see others engaged in activities and having consistent expectations and strong relationships, it shows an element of support and strong leadership. During focus groups and while on-site, the audit team saw a tremendous level of support for central office leadership while speaking with central office staff members. There were pockets of staff, however, throughout the district that did not share this sentiment. There were reports that stakeholders at some buildings noticed a minimal amount of visibility between the district office and the buildings. It is important to note that the audit team saw central office leadership (at least one of the five members of district leadership team) in every building during the site visit. The audit team recognizes that the on-site visit is simply one week and a snapshot of what occurs on a regular basis. At the same time, it is important to report on what was shared as perception as well as what was experienced while on-site. It might behoove central office to craft a schedule of visits to each building for walkthroughs that are not evaluative in nature, thus allowing all buildings to see central office on a consistent basis as well as to reiterate the importance of strong communication among all levels of staff to support the students within MTPS.



In addition to being present in the buildings, there was a perception of some leaders not having consistent messaging and/or expectations. There were reports of ‘the loudest voice getting the most time’ and decisions being changed after parents/caregivers shared their concern and/or disagreed. It is difficult to be consistent if decisions are not rooted in a common purpose (found in the first theme); at the same time, once a decision is made, it is important for continued transparency and trust to maintain that decision (as long as it is made with the common purpose/goal in mind). There are always opportunities for new information to be shared that can impact a decision. It is critical, though, that stakeholders understand the why behind a decision being made and that the leadership stand solid on decisions that support the overall mission and vision of the school district.

Ultimately, communication is most effective when there is a relationship present. It is human nature to have stronger communication with those we like and to have the ability to listen better when we respect the person we are listening to. In addition to having a relationship built on respect, the audit team believes there would also be benefit to building more relationships built on fun and engagement. Recognizing that these types of relationships are not mutually exclusive, there are some stakeholders who prefer more ‘human’ interactions that occur socially while other stakeholders prefer more ‘business-like’ interactions in the form of meetings. There might be benefit in having more social events like ‘Family Fun Nights’ or ‘Staff vs. Family Sporting Events’. Again, a sense of togetherness is built by two aspects – respect and relationships.

Clear concise communication between building-level leadership and all other stakeholders is paramount to transparent communication. A lack of perceived transparency for some stakeholders was initially uncovered during the town hall meetings. This lack of communication continued throughout the process when many stakeholders shared a minimal understanding of what the audit’s purpose was. It is important to note, again, that the district placed a plethora of information on the website regarding the audit and the audit process. However, even with the apparent efforts to communicate and be transparent, some of the stakeholders shared their opinion of the communication being ‘cloaked’ at times. This concept was discussed in all buildings, to some degree. In addition to the word ‘cloaked’, the audit team heard that communication was ‘very political’ and ‘selective’. While the audit team recognizes that all information is not appropriate to share, it is important to ensure that all communication and decisions follow the district mission and vision and that leaders are as transparent as possible – even so far to say when something can’t be discussed (rather than simply not talking about a specific topic).

As shared in the first theme, when there is a lack of common understanding, there is often a fear of the unknown. With this being said, the larger concern is how to help stakeholders understand what information is accurate, where this accurate information is found, and how to hear from stakeholders regarding their perception of the information shared. One way to be able to relay a consistent message with all stakeholders is to hold regular town-hall meetings and/or building-level meetings with administration. These types of meetings can serve as an opportunity to ask questions and hear from leadership about decisions and upcoming initiatives. In addition to



answering candid questions from stakeholders, it is important to communicate where this information can be found for future reference. In speaking to stakeholders, many shared the abundance of emails that come from the district. Some shared that because of the sheer magnitude of communication, they actually don't read much of it. To address this, the audit team recommends setting up list-servs for stakeholders to choose what topics they want to hear about. This will allow those who want more information to receive and will reduce the amount of information for those who don't want it. Hopefully, by streamlining communication efforts, more people will actually read the information they are provided. Last, but definitely not least, is hearing from stakeholders about their perception of the information and allowing all stakeholders to learn from one another. One of the more powerful conversations that occurred while the audit team was on-site was between two parents/caregivers that had very different opinions and simply listened to one another. They shared their opinions and perspectives of the topic respectfully and walked away understanding another way to look at the concept of JEDI work. Ultimately, if these conversations can occur across the district, there will be a much stronger sense of togetherness. Stakeholders want to feel confident that JEDI work will not undermine their own personal belief systems. For this reason, it is recommended to bring multiple stakeholders together to share their opinions and lived experiences in a restorative format.

The next step to engaging in transparent communication is to be proactive with addressing any potential barriers to that communication – whether it be language, physical accessibility, or access to resources such as technology or transportation.

In reviewing the surveys and reflecting on who participated in the focus groups, there were multiple identity groups that were not present. One of the groups that was disproportionately low was the response rate from families who speak another language at home. Although just over 5% of the student population is identified as English Language Learners (ELL), less than 2% of the parent/caregiver survey responses identified that their child receives ELL services. The audit team considered the following hypotheses: either the survey did not get sent to the homes of ELL students in a language they could interact with ease or the homes of ELL students did not feel as if the survey would be important to complete – for a multitude of possible reasons. There have been efforts to bridge the gap between the schools and homes that speak another language. Among the efforts, the audit team was told about various technologies, interpretation devices, and translation of some documents. The audit team would recommend the continuation of translation and interpretive services. This can also be more authentic through the arrangement of community partnerships and gatherings. The audit team recommends the consideration of affinity groups for new families into the district. By having a formalized process where families new to the area are provided the name of another family who can share similar lived experiences and/or cultural backgrounds, the school district is not only providing access to greater student success, but greater success for the community as a whole.

Physical accessibility was also seen as an opportunity for improvement by individuals in all stakeholder groups. Across the district survey data, 94.21% of parents/guardians/caregivers, 97.62% of staff, 94.12% of community members, and 85.19% of alumni responded to the survey answered "yes" to district buildings being accessible. While



these responses reflect positively on accessibility, it is important to look beyond ADA (Americans with Disabilities Act) requirements when considering the student experience. Portable ramps used to get students in and out of a space or only providing an accessible entrance at the side or back of the building are acceptable, but not necessarily equitable. Paying attention to the student experience, such as assessing if students with accessibility needs are having to take extra steps to meet those needs, allows for a more proactive approach to addressing disproportionality and increasing feelings of social-emotional safety among students.

Schools are required by law to ensure that their facilities are accessible to students with disabilities. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, schools must provide reasonable accommodations and make their programs and services accessible to students with disabilities, both physical and intellectual. The audit team is addressing the physical pieces in this section, as there were limited references to intellectual disability. Conducting a physical accessibility audit can help a school district identify any areas that are not compliant with these guidelines, as well as those areas that can be improved upon. An accessibility audit can also help to identify potential safety hazards in the school environment. For example, if a student who uses a wheelchair cannot access a classroom or a restroom, it could create a safety issue in the event of an emergency.

An accessibility audit can help ensure that all students have equal access to educational opportunities. When schools are physically accessible, students with disabilities can fully participate in the educational environment, which can lead to greater inclusivity and improved academic outcomes. Additionally, conducting an accessibility audit can help a school district identify any necessary modifications to their facilities and infrastructure. By identifying and addressing these issues early on, a school district can avoid costly retrofits or legal action down the line.

Overall, a physical accessibility audit can help a school district identify and address any barriers to accessibility and create a more inclusive and welcoming educational environment for all students.

The last barrier that was identified by the audit team was access to resources – which ultimately looks at socio-economic status and/or access to financial resources. Not having access to financial resources ultimately leads to having reduced access to technology and transportation as well, which is what the audit team experienced during both the analysis of surveys as well as being on-site and listening to stakeholders during focus group interviews. There were multiple people who voiced that the greatest inequity within the district is socio-economic status. Although only 6.4% of the population, according to federal guidelines, qualify for free/reduced lunch, the divide is due to the level of financial access for much of the community. This inequity was exacerbated during the COVID-19 pandemic and continues to this day. During the pandemic, students who qualified received hotspots for the internet. Additionally, some students have received bussing (who didn't initially qualify). It is important to acknowledge the different access that some students have to technology and transportation – and how that impacts the opportunity for students and their



families. For example, without transportation, not only does it impact the students when coming to school, it impacts the families ability to come to school for events. Due to this, the audit team recommends the consideration of family events to be held in other areas across the community. It is also recommended to consider the timing of such events to be mindful of families who are not in a position to be able to take time off for a meeting without a financial penalty. For example, holding a Town Hall or Q&A session in a local apartment complex at different times of day might allow stakeholders to come who have not been able to participate in the past.

In addition to ensuring that communication from the district is received by other stakeholders, it is important to allow for authentic conversation among stakeholders themselves. One of the best ways to do this is to provide restorative listening circles for members of the community. These conversations will help district leaders understand the perspectives and concerns of their constituents while also providing district leaders the opportunity to share information about the work the district is embarking upon within the JEDI realm. Utilizing a restorative format creates a more holistic approach to conversation while providing the opportunity for all stakeholders to be heard. It is important to have a trained restorative facilitator to implement these opportunities as there is a specific format and method that allows everyone to be heard while engaging in active and respectful listening. It is important to also include a variety of voices within the restorative conversations and to ensure that the voices of the historically marginalized are not overshadowed by other voices – or by our own biases. Biases impact not only what we think and feel, but how we listen to people. By providing more authentic opportunities for people to share some of their own lived experiences, people might be exposed to people that negate any biases they might have.

Stakeholders have an expectation of clear and consistent communication coming from the school. Consistent feedback allows stakeholders to feel a sense of connection to the school district. To enhance this connection, the audit team recommends the development of a family engagement committee, with a focus on marginalized voices. Ensuring all stakeholders feel comfortable with their voice being heard will allow the district to more appropriately meet the needs of all families. During the committee, possible tasks could be the coordination of some of the above recommendations, such as Town Halls in the community, coordinating parent affinity groups, or creating a survey that is disseminated on a yearly basis to assess progress. If surveys are disseminated, the audit team recommends the results being shared as well as an action plan that outlines next steps. This transparency will allow all stakeholders to see the impact of their voice as well as the reasoning behind why decisions are made.

Ultimately, transparent communication – among all areas listed above – provides a sense of togetherness. Hearing from stakeholders and thinking ahead will create a very welcoming environment. All stakeholders want to feel as though they know what is happening around them and why decisions are made. The following is a more succinct listing of recommendations provided throughout this section.



Recommendations

- Craft a visitation schedule for district leaders to visit schools (during non-evaluative situations)
- Align decisions with the JEDI/DEI vision that is finalized from Theme 1 and then uphold those decisions
- Plan social events to build relationships among stakeholders
- Conduct regular Town Halls at both the building and district-level that serve as an opportunity to answer questions and ensure consistent communication; Conduct these in the community at different locations and at different times to allow for more participation from those who are not typically present
- Consider the implementation of list-servs for stakeholders
- Conduct listening circles (with a trained restorative practitioner) to allow stakeholders to share their perspective on various topics with other stakeholders
- Consider the implementation of family affinity groups; with a specific focus on new families
- Consider the expansion of communication opportunities in languages aside from English
- Discuss with stakeholders the impact of biases on our communication
- Consider conducting a physical accessibility audit
- Administer a yearly survey to assess the culture of the school district
- Consider the implementation of a family engagement committee to support with many of the above recommendations



Theme 4: Feeling welcomed, valued, seen, and heard as authentic individuals leads to more understanding among different perspectives.

A sense of belonging for all stakeholders within the Mahwah Township Public Schools (MTPS) starts with the ability to present oneself authentically, or by bringing one's whole self to the school environment. Mahwah, as a community, embodies cultural diversity that is also represented within the schools. Cultural authenticity goes beyond simply discussing cultural differences, because it allows stakeholders to maintain their individual identities and a sense of belonging to their culture, while also allowing them to participate in activities and relationships that are meaningful to them. Authenticity is also important for cross-cultural understanding, as it can give people a better understanding of the beliefs and behaviors of other cultures. Cross-cultural understanding, being able to hear and respect other perspectives and experiences, is essential for building a sense of belonging. The audit team heard perspectives across focus group participants, particularly in conversations with staff, that there is a fear of community response when making what is perceived by stakeholders as socially progressive decisions about inclusion, such as the creation of gender-neutral spaces and policies. Bridging the gap between various stakeholders within Mahwah when creating equitable spaces begins with recognizing that respecting and including different perspectives does not constitute an endorsement or agreement with any specific belief or viewpoint. The difference between hearing and respecting different perspectives and endorsing specific views comes down to the concept of respect.

One way to truly hear someone is by listening without judgement as they share about their own cultures and experiences and take in the information that is shared. To create cross-cultural understanding, it is important to accept all input in conversations about cultural experience as valid points of view, even when there is disagreement. Endorsing a perspective, however, means taking a stance or agreeing with the opinion. Allowing the space for all stakeholders to have a voice where they can be truly heard, including when there are conflicting opinions, is necessary to overcome cultural gaps and reach a truly equitable space. In the survey data, it was noticed that there were over 35 different responses to racial identity and over 40 different languages spoken, and this only accounts for a subset of who is represented within the district based on who completed the survey. There were also comments throughout the survey from staff and parents/guardians/caregivers alike that said they were not being heard, including, "Progress on the district level has been very promising, but I'm upset to see the anti-diversity voices growing on the BOE with this last election," and, "I do not believe that the voice of family is always heard, there is an agenda that is against family values that is being forced upon us." These quotes show two different perspectives on district initiatives, and regardless of the views, these particular stakeholders do not feel the district is listening. Though this is only two voices, the audit team heard additional voices supporting both of these sentiments during focus group interviews.



Overcoming cultural gaps involves inclusive communication from the schools and the district. When stakeholders are not feeling included in the conversations around the education being provided by the school district, they are likely to be disenfranchised and either disengage from the conversations entirely or become upset and vocal about the lack of inclusion. Both circumstances hurt the culture of inclusion within a district. During three different building visits, the audit team was told that staff were ‘removed’ from district and/or building committees. The perception of staff was that the reasoning was because of staff having a difference in opinion from administration. Repairing any perceived harm caused by lack of understanding or miscommunication is essential to moving beyond the place of hurt that prohibits productive conversation. It is difficult to repair harm if there is no foundation to do so present, but the audit team noticed a genuine level of concern and foundational relationship among some groups. Building trust is also necessary to overcoming cultural gaps, as sensitive conversations need a sense of trust that perspectives from all stakeholders are taken seriously. The concept of trust will be looked at even closer in the next theme. At several schools, the audit team heard about the use of Restorative Practices (RP), a set of strategies and processes used to build and maintain relationships, resolve conflicts, and repair harm in a positive and proactive manner, but there were not many concrete examples of its implementation beyond some staff receiving training within RP and a general support of being Restorative in discipline. Implementation of Restorative Practices with stakeholders, even those beyond the student body, to hold conversations and reach a point of healing and progress can ensure all stakeholders can be heard and their views be recognized in the conversation.

A Restorative Circle is a process used to build relationships, address conflicts, and promote healing and understanding within a group. When used in an educational setting, a restorative circle can be a valuable tool for building community, promoting communication, and resolving conflicts in a way that is respectful and restorative. To be able to implement restorative work effectively, it is critical to ensure that all stakeholders have an understanding of the premises and theories as well as the application of restorative work.

After establishing a foundation of general knowledge, the audit team recommends gathering a selection of stakeholders, including family members, community members, staff, and administrators, who are willing to participate and are committed to the Restorative process. Allowing the stakeholders to share their experiences, ensuring each participant is heard, and acknowledging the stories shared with genuine empathy builds understanding and trust among the group. By engaging in a Restorative Circle, stakeholders can build stronger relationships with one another, gain a deeper understanding of their shared experiences, and work together to address challenges and conflicts in a way that is respectful and collaborative.

It is important to have a trained facilitator for the Restorative Circle, as the individual needs to remain unbiased and set a safe and supportive tone where everyone can feel comfortable to share their thoughts and feelings. Mahwah has offered Restorative Practices trainings to staff in the past; at the same time, it would be valuable to offer these trainings again for staff who may need a refresher or are new to the district, as



well as additional stakeholders. These Restorative Circles can also serve as the basis to incorporating Restorative Practices into the classroom environment, which was an expressed opportunity for improvement in some capacity at all buildings.

While conducting restorative circles, one of the key components for the facilitator to navigate is how to allow for multiple perspectives without further polarizing the conversation. Developing a culture of honoring individuality across stakeholders while removing the stigma of polarization can be a challenging, and important, task. The first step to achieving this culture is to encourage stakeholders to engage in respectful dialogue with each other, even if they have different perspectives or opinions. This can be done by creating safe spaces where stakeholders can share their thoughts and ideas without fear of being attacked or judged. By listening to each other, stakeholders can learn to understand and appreciate each other's individuality. Much like in the previous recommendation, Restorative Circles foster an environment for these discussions to occur without judgement.

Overcoming the stigma of polarization needs intentional efforts to promote empathy and understanding and recognize and celebrate the diversity represented within the district. When stakeholders are asked to consider certain opinions or perspectives from a different lens with the understanding that there may be beliefs represented that are different from one's own, a deeper appreciation for individuality can be developed. From there, it is recommended to recognize and celebrate diversity among stakeholders by acknowledging the unique backgrounds, experiences, and perspectives of each person. This can be done by encouraging stakeholders to share their own stories and experiences and highlighting the contributions of individuals from different backgrounds. Disagreements and differences of opinion are a natural part of any community. Removing the stigma of polarization is best achieved by promoting open-mindedness, inclusivity, and the idea that different perspectives can contribute to a more robust and nuanced understanding of complex issues.

To additionally consider opportunities to learn about different perspectives, the audit team recommends the inclusion of different perspectives with students starting in elementary school. An age-appropriate method to share different perspectives starting as early as kindergarten is to read stories from different perspectives; i.e., *The True Story of the Three Little Pigs* (told by the wolf) compared to *The Three Little Pigs* (told by the pigs). As students get older, asking them to 'read against the grain' to assess literature from different character points of view before moving onto having students watch and/or read information about certain events from different sources and assessing the different perspectives are other examples to support the teaching of perspectives. For older students, consider the implementation of an editorial section within a school publication or on social media (if one doesn't already exist). Encourage students to take the same event and write from different perspectives and then encourage students to get involved in the conversation. It is important to remember that the goal of teaching different perspectives is not to prove one opinion to be 'right' or 'wrong'; rather, the goal is to help students acknowledge that different perspectives surround us on a daily basis and the best way to help everyone feel welcomed and valued is to truly hear and see them.



Beyond hearing multiple perspectives, being able to be truly authentic within oneself is a foundational component of belonging. Being authentic is important for all stakeholders – with a special focus on the staff and the students. When staff can represent their own cultural backgrounds and model for students what it looks like to embrace one's own identity, students are able to see themselves reflected in the adults within their schools. As shared earlier in the representation theme, many students feel as though they do not see adults who look like them in their school; in the student surveys, 53.38% of K-5 respondents and 59.47% of 6-12th grade respondents answered sometimes or never when asked if they see adults who look like them in school. In addition to the students who did not report seeing adults that looked like them, 17.73% of K-5 students didn't know if they saw adults that looked like them at school. Although students are not necessarily seeing the adults representing their identities, it does not mean the staff is not diverse. It was shared with the audit team during focus group interviews and emails that staff members feel they must hide their identities for a variety of reasons, with an example being the fear of the reception they would receive by the district if they shared certain aspects of who they are. This perception of staff's cultural backgrounds being hidden from the students creates an underlying discomfort for the staff.

In order to overcome this discomfort, it is critical for staff to feel safe in their environment, to trust the community, and be welcomed by other stakeholders. When staff don't feel safe in their environment, they will often move to a different environment – looking for that safety. The audit team will go deeper into the theme of trust next; however, for the sake of 'unmasking' staff members and allowing them to be authentically themselves, leading to less staff turnover, higher employee engagement, and more student connection, the audit team recommends a few pieces to consider.

One potential opportunity is to implement an employee spotlight where staff members are able to share their own stories. This is empowering for staff, as this demonstrates their value as an individual within the district and helps students see more aspects of cultural diversity in the adults they see daily. Staff who feel valued for the efforts they make to create a conducive learning environment for all students are more likely to stay in the district, knowing that they are an important part of the team. One way to implement these spotlights is to highlight the staff recognition in conjunction with monthly celebrations and tie in the staff cultural experiences with the celebrations being explored by the students. This can be done in school- or district-based newsletters, on the website, or simply in the individual schools in hallway exhibits. This will also create more community-building opportunities by helping stakeholders get to know each other on a different level of understanding that goes beyond superficial recognition.

Affinity groups are another avenue to provide stakeholders the opportunity to be surrounded by others from the same identity group and foster a sense of belonging and togetherness throughout the community. Affinity groups bring together stakeholders who share a common identity to discuss and explore that identity in a safe and supportive space. Affinity groups are often based on a wide range of shared



characteristics, such as race, gender, sexuality, or religion and are organized with the idea of stakeholders sharing common perspectives, experiences, and knowledge. The additional avenues to experience a sense of belonging also helps stakeholders feel more invested as a community within MTPS.

It is important to note, as the suggestion of Affinity Groups was discussed, that along the same vein, there are also categories of similar groups (Employee Resource Groups and Committees). Employee Resource Groups (or sometimes referred to as Professional Learning Communities in education) serve for the purpose of educating others about a specific group of people (or identities). People can self-identify into the specific focused identity or simply be an ally for the group. Committees exist for the purpose of providing guidance and suggestions for policy reform. In addition to acknowledging that all three groups (Affinity Groups, Employee Resource Groups, and Committees) can be beneficial, it is important to note the purpose and establish clear expectations for all stakeholders to better understand the goal(s) of the group.

In addition to staff feeling safe when choosing to be authentically themselves, it is important for students to also feel as if they can be authentically themselves while at school. Overall, students felt physically safe in the buildings, with 85.45% of K-5 student respondents and 93.51% of student respondents in grades 6-12 answering positively on the survey. However, when asking further questions about social-emotional safety, the concept of not feeling as if they can be authentically themselves came up quite a bit – in both surveys and in conversations with the audit team during the on-site visit. Two key pieces came up when asking students to share why they felt they couldn't be authentically themselves: fear of being ridiculed or not accepted and the dress code.

When the students were asked if they felt like they could be themselves, only 57.23% of K-5 student respondents and 70.57% of 6-12th grade student respondents shared that they can be, at least most of the time. Digging deeper into this, some students shared with the team that they were 'closeted' because they were afraid of what other students and/or staff members would say if they knew what the student was 'hiding'. When the team asked for details, many of the responses revolved around sexuality (students hiding their membership in the LGBTQ community). Other responses included being bullied, their intelligence, and how much money their family had. The other main topic of conversation when speaking to the students, and also showcased in many of the surveys, was the dress code. As discussed in the theme around representation, there are many identity groups who can be unknowingly targeted with the current dress code. In addition to some of the policies being based in societal stereotypes, many of the policies also lessen the ability for students to be authentically themselves with artistic expression (in some situations). As was recommended in the representation theme, reviewing the dress code for possible alternatives/modifications would allow for more authenticity among the student population. More specifically, the audit team would like to draw attention to head coverings. When speaking to a leader in the district, it was shared that head coverings were not allowed if it obstructed the face of the student. Neither durags or hijabs obstruct the face of the student. It might be worthy of a discussion to re-introduce the allowance of head



coverings that are close to the scalp – recognizing that, oftentimes, the students the head covering policy impacts are students of color and there are a variety of reasons why head coverings are worn.

Students find their voice through safe environments. Voice leads to higher engagement. Engagement leads to higher academic skills, leading to graduation and success in adulthood. Physical and social-emotional safety are essential to promoting an atmosphere where students can share their thoughts and words without fear of judgement, which encourages student participation and investment into their own education. Across the district, safety had a fairly positive reception by stakeholders, with 82.40% of parent/caregiver responses and 91.27% of staff responses reflecting this occurs, at least most of the time. Only 47.06% of the community respondents answered the same way about safety; the comments related to these community responses referenced a lack of feeling heard and seen and reflected on a discomfort with the learning environment fostered by the school for the students. It is important to keep in mind that all these data points are a small sampling of the stakeholder groups, which can also lead to variance. While these numbers include thoughts on both physical and emotional safety, a focus on students feeling a sense of belonging within their classrooms to achieve social-emotional safety is essential for students to be authentic in their identities, as it is a natural reaction to withdraw or act out when students cannot share their truth. Student survey data showed that 90.66% of student respondents in grades K-5 feel they have friends at school, demonstrating a sense of belonging and trust between peers, while 77.73% of 6-12th grade respondents felt connected to many people at school, at least most of the time. The survey for 6-12 also asked specifically about being emotionally safe at school, to which 78.42% of the student respondents answered at least most of the time.

When students are able to share their voice, they tend to be more engaged in classroom discussions and extra-curricular activities. Furthermore, research shows that students who are involved in extra-curricular activities typically show more than 30% higher grades and test scores as well as higher self-confidence. To be able to encourage more student voice, the audit team recommends a strong focus on providing an emotionally safe environment.

Before engaging in difficult discussions, it's important to create a safe and respectful learning environment where all students feel comfortable sharing their thoughts and opinions. Establish ground rules for respectful dialogue, such as active listening, refraining from personal attacks, and valuing diverse perspectives by promoting open-mindedness in these discussions. The audit team also recommends looking at these discussions as coming to an understanding, not attempting to reach an agreement regarding the diversity discussion – again reiterating the importance of hearing different perspectives.

As the students engage in these difficult conversations, the audit team recommends assisting students in separating the need for a “right” opinion. To engage students in conversations about current/historical events, use a variety of media such as videos, podcasts, news articles, and literature. This can help students connect with the topic



in different ways and bring different perspectives to the conversation. Encourage students to share their personal experiences related to the topic. This can help to humanize the issue and create empathy among students. Consider using open-ended questions to encourage critical thinking and inquiry. For example, instead of asking "What happened in this event?", ask "What were the different factors that led to this event?" This can help students think more deeply about the issue and explore different perspectives. Recognize that students come from diverse backgrounds and may have different experiences related to the topic. Encourage students to share their perspectives and recognize the value of multiple viewpoints.

Sometimes conversations about current/historical events can be difficult or emotionally charged because of the impact these events had on the cultures and people represented in the discussion. The concept of community trauma, which involves an individual from an identity group that has experienced discrimination feeling impacted by the discriminatory event even though they were not there. It is also important to provide support for students who may need it, such as counseling services or resources for emotional regulation by using the above strategies, and empowering educators to encourage student voice in diverse, engaging, and sometimes difficult conversations about current/historical events.

Ultimately, being welcomed, valued, heard, and seen in an authentic way leads to greater understanding among stakeholders. The following is a more succinct listing of recommendations provided throughout this section.

Recommendations

- Implement Restorative Circles across all stakeholder groups
- Train stakeholders on how to implement informal restorative work (affective statements, restorative questions, informal conferencing)
- Incorporate multiple perspectives of similar literature (i.e., *The True Story of the Three Little Pigs vs. Three Little Pigs*) starting in elementary school
- Consider implementing editorials on social media and encourage student involvement
- Spotlight employees on a regular basis – allowing them to share more of who they are
- Consider the implementation of Affinity Groups within different stakeholder groups
- Revisit the dress code; more specifically, head coverings
- Encourage student voice in hearing multiple perspectives



Theme 5: Trust is critical for growth.

Trust is critical for long-lasting change and impactful relationships. As was shared in the previous theme, authenticity is a characteristic that is critical to exemplify across all stakeholders – especially when focusing on a truly inclusive environment.

Unfortunately, without trust, it is unlikely that stakeholders will feel comfortable in sharing their authentic selves. During both focus group interviews as well as surveys, some stakeholders (including students, staff, and family members/caregivers) shared their concern with expressing their true, or authentic, self. On two different occasions, the audit team was approached after the conclusion of a focus group to share that they felt that they would be treated differently if they disclosed their membership within the LGBTQIA+ community. The audit team heard from many throughout the district that MTPS embraces all identities; however, it is important to note that even if that is being said, there are possibilities to explore why stakeholders feel the opposite. It is important to note that of the stakeholders who openly self-identified as part of the LGBTQIA+ community, none of them shared that they were treated differently by building or district leadership – although there were some reports of being treated differently by staff members (with teachers being discussed more than any other stakeholder group). This was not a universal consensus.

In addition to the LGBTQIA+ community, some staff members of color as well as staff members who self-identified as neurodivergent shared their feelings of not being ‘truly accepted’ into the community. Many shared that the community *says* they want to be inclusive; however, when it is time to make decisions and/or showcase diverse identities, some stakeholders feel that it isn’t as consistent as it could be – leading to a deterioration of trust in some cases.

Another example that the audit team heard regarding the ability to be authentic within the schools was in relation to the Black Lives Matter movement. In one building, some staff members shared that flags and other literature regarding Black Lives Matter were not allowed. The stakeholders further went on to say that they saw a Blue Lives Matter flag in another colleague’s office space. This caused some dismay and trust was further broken between school leadership and the staff. When speaking to leadership, the audit team was told that this was not the case and that no decisions had been dictated regarding any social justice concepts (i.e., Black Lives Matter/Blue Lives Matter). Rather than focusing on what was said/not said, the audit team recommends reinforcing the need for open discourse and clear expectations for DEI/JEDI work within MTPS.

When looking deeper into the concept of trust, and level of trust within MTPS, the audit team found examples of both trust and mistrust among some levels of the organization. Within the district office, there is a high level of trust, exemplified through both focus group interviews and observations during the on-site visit. Staff shared comments such as, “Leadership is working alongside us – they value what we do” and “Our admin trusts us to do what needs to be done and we trust them to make decisions that are good for our community.” On the other hand, at building levels, that same level of trust, particularly for fellow staff members and leadership, is not as



present. During focus groups, examples were provided of not only micromanagement, but staff feeling like they were being ‘watched’. In two of the buildings staff members shared during the focus group interviews that they didn’t feel comfortable speaking out in a group setting (focus group interview) because some people were ‘asked’ to be present. When asking deeper questions about why and ensuring attendees that it was a confidential space, the response was, “it might be confidential coming from you, but not necessarily from other staff members in this room”. In one building, some staff members used the word, ‘mole’ to describe the perception of staff going back to leadership to tell them what is happening. This initially showed the lack of trust between staff members; upon deeper questioning, the audit team acknowledged that the ultimate ‘fear’ seems to enter at the administrative level. There seemed to be a pattern of staff not trusting one another (fear that someone will ‘tell’ the principal or district leadership) and then staff not trusting decisions of leadership (feeling as if parents/guardians/caregivers influenced decisions rather than allowing a decision to stay firm once made).

Because of this discrepancy in levels of trust across the organization, the audit team recommends more communication and team-building exercises. To build upon a relationship, trust and communication need to be at the foundation; therefore, when struggles come up, there is a solid foundation to build upon. If strong communication and trust is not present, repairing harm within a relationship is much more difficult. Building a foundation can start with more open, honest conversation. Consider holding regular listening circles or restorative circles (when harm occurs). As mentioned in previous themes, having a trained facilitator that is outside of the immediate environment will be most productive in moving forward with a stronger understanding.

Once strong communication is ingrained within the organization, continuous team-building opportunities will also support with the level of trust. These could be held monthly or every semester. Ultimately, when conducting team-building exercises, it is important to involve everyone in the organization (starting at teams/department-level). Trust among colleagues is critical as well as trust in the vision of the organization. As shared in an earlier theme, with a strong vision and clear communication regarding that vision, and decisions being made based upon the vision, trust will ultimately increase. Having relationships, enhanced through team-building, also enhances the level of trust.

While conducting focus groups, the audit team asked staff why they felt the numbers for staff responses to the survey were so low (126 responses were received, which is approximately half of the staff). The responses fell into two categories, “I didn’t know about the survey” or “I didn’t trust that it was truly anonymous.” The audit team dug a little deeper into both of these responses. As was discussed in a previous theme, having clear consistent communication is important. Although the idea of ‘not knowing’ was shared, many of the staff members shared their hypothesis of the survey not being anonymous. Stories were shared by staff that previous surveys, that were shared as anonymous, led to some staff being questioned – leading to a lack of trust regarding anonymity within the district. Although the survey was created by the audit team, and housed in a separate platform away from MTPS, because the email asking



people to complete the survey came from the district, it was believed to be a district survey. In addition to feeling as if the survey was not truly anonymous, some stakeholders also shared a frustration that surveys are sent out without sharing the results with the respondents. Furthermore, some shared that they would also like to see an action plan based upon the findings from the surveys administered. It is important to share the purpose for data collection, as well as the results from the data collection and how the organization is going to move forward with the new information gained from the data. When collecting feedback from stakeholders, the audit team recommends defining a purpose for the survey, sharing the results of the survey, and crafting a plan based upon the results from the survey. With full transparency, communication becomes more authentic – ultimately leading to more trust.

On the other hand, from both parent/guardian/caregiver and student perspectives, the level of trust is slightly higher, as seen in both surveys and the on-site visit (focus group interviews and observations).

One component of having more trust within relationships is to be able to have difficult conversations with the goal of saying what you mean without being mean about what you say. This is a concept that the audit team solidified after hearing feedback from some staff regarding their evaluation cycle. The audit team heard from some newer staff members that evaluations were quite tough – sharing some of the feedback provided as well as how differently people evaluated them, depending on who was completing the evaluation. In speaking with leadership, both supervisors and administrators, it was agreed that evaluations can be quite ‘to the point’ at times. However, the difference that the audit team saw was that people seemed to be more upset about the intent of the message. For example, encouraging someone to try something new might be said with the intent of empowering the person; while the person hearing that feedback might interpret it as they weren’t good at what they did. To overcome the communication gap that exists, leading to a lack of trust, the audit team recommends a stronger understanding of how to have difficult conversations using a model that separates fact from story and allows both people involved to share the facts and their interpretation of the facts. Allowing open honest conversation where all parties take responsibility for what is said and how it impacts others allows everyone involved the opportunity to see things from another perspective – which is critical when building trust.

When there is a lack of trust, it can lead to anxiety and fear, as has been touched upon previously. If any relationships within the school system lack trust between them, it can pervade the culture – both of individual buildings as well as the district itself. During individual and group discussions while on-site, there was a consistent thread throughout the buildings that staff were not trusted at their word. An example of this was when a parent questioned a principal about a particular topic raised in a classroom. In an effort to identify more details regarding the lesson, the principal approached the staff member. The interaction, while not punitive in nature, left the staff member feeling more ‘interrogated’ than supported for engaging in equitable conversations in the classroom. This was not an isolated incident and staff members from multiple schools expressed similar situations. While the intention of the



principal was to gain clarity, the lack of trust on the part of the teachers interpreted the exchange as punitive. This is an example of how intent is not always equal to impact.

The audit team recognizes and acknowledges both perspectives; at the same time, in order to move forward, it is imperative to be able to have conversations across multiple stakeholder groups that are not portrayed as automatically negative or accusatory. By having clear communication and providing some strategies to prepare both people for a conversation, the audit team believes that more authentic trusting conversations, and ultimately relationships, will develop.

There is also a fear among some staff members that the vocal members of the community (albeit a small percentage), rather than those who have background to be able to do so, will guide the decisions being made. This was expressed by teachers and other staff members. Staff members from a variety of schools and programs have shared that the opposition to JEDI/DEI work is a small percentage of the overall community. However, the fervor for which the opposition have expressed themselves in school board meetings and town halls shows a willingness to single out and attack those who engage in this work. For that reason, many believe that leadership will succumb to the demands of this small minority of voices. While it is important to take into account all voices in decision-making, it would be important for staff to understand that decisions are not made strictly because of the voices in opposition, but in conjunction with the collective perspectives of the community. Ultimately, staff want to know what the expectations are and also know that leadership will support them in front of other stakeholders, especially parents/guardians/caregivers.

In addition to conducting open difficult conversations, it might behoove the district to consider a system of inquiry together. To do this, consider developing a process for principals to work alongside their staff as a team to develop a clear concise picture of what transpired in a situation where a parent is questioning the content being taught. Allowing staff to be part of the process will provide more meaningful anecdotal feedback. As stated in a previous theme, once a clear vision and mission is established, referring to that when sharing a decision will also be helpful for leaders. If a principal can connect the content taught by the teacher to both the curriculum and the district equity philosophy, the conversation with the teacher will be focused on how the principal can, and will, support the teacher throughout the existing framework. This philosophy can also be shared with parents/guardians/caregivers so they can better understand how this work is interwoven within high academic rigor and an overall belief in connecting all community members.

Data from Self-Assessments, focus groups, and individual conversations show a trend among staff members that many of them are afraid of making a mistake – especially in the realm of DEI/JEDI work. There is a solid consensus among many stakeholders that this work is needed. However, without an established foundation of knowledge and/or expectations, many staff shared their concern for sharing something incorrectly or, as one staff member shared, becoming a ‘sound-bite’ that will make them a target for those who are against the work. For this reason, many staff reported choosing not to engage in DEI/JEDI work.



For many of the reasons cited in this section, many staff members choose not to engage in this work for fear of retaliation and/or disciplinary action. In contrast, parents who oppose this work feel as though teachers are forcing political opinions onto their children. The term ‘indoctrination’ surfaced numerous times during focus group conversations. This fear of extreme perspectives along with a lack of clarity on what diversity, equity, and inclusion work will look like in Mahwah has increased the level of fear while decreasing the level of trust across all stakeholders. The goal, ultimately, to build trust, will be met once honest conversations occur, when the lived experiences of community members are honored, and when spaces are created where everyone can feel seen, heard, welcomed, and valued.

Ultimately, having trust within an organization, between all stakeholders, allows for more sustainable and impactful growth. The following is a more succinct listing of recommendations provided throughout this section.

Recommendations

- Implement listening circles on a regular basis to keep lines of communication open between stakeholder groups
- Consider the implementation of Restorative Circles to repair harm that has been done
- Include team-building exercises throughout the school year to build relationships
- Craft a survey that can be administered yearly to assess district culture/climate; be sure to include why the information is being collected, share the results, and decide upon action steps that will be taken based on the information gathered
- Consider courageous conversations training, with the following key points:
 - Focusing on discerning between facts and stories
 - Establishing clear expectations for the conversation
 - Understanding how to minimize defensiveness
- Research systems of inquiry and consider implementing across the district
- Align decisions with the vision and mission statements and communicate why decisions are made – sticking to the decision, even against opposition
- Provide foundational DEI/JEDI training to add tools for staff to draw from in the classroom
- Set district expectations for DEI/JEDI work that all stakeholders are aware of



Theme 6: Providing training, expectations, policies, and procedures that all stakeholders are held accountable for leads to higher success and alignment.

The next theme identified during the audit process was the need for more district-level policies, procedures, and expectations – and holding people accountable for them. Having clear expectations allows everyone to understand their role within the organization. The audit team saw pockets of strong policies and expectations; however, there were also examples of inconsistency throughout schools. From the district perspective, the buildings are ‘home’ for the principals. Central office shared that they respect the role of the principal as the leader of the building and works to support their efforts while creating a district-wide direction for building level leadership to follow. While this is meant to empower building level leadership, some stakeholders believe this hands-off approach leaves space for a disconnect. Leadership at all levels require a connection with those they serve in order to provide clear guidelines on how the vision comes to fruition. There is a general consensus that JEDI work is important throughout the district; however, the perception of what this looks like and how this is expected to live within schools varies. The lack of clear guidelines and accountability measures leaves space for inconsistent delivery. Ultimately, the goal is to build a strong level of consistent accountability that does not infringe on building autonomy. The audit team recognizes the intention and the difficulty in balancing autonomy with guiding direction; however, by having strong policies in place (with the WHY supporting the work as recommended in Theme 1), stakeholders will be able to assess their place in supporting district-level initiatives, ultimately leading to monumental change. When crafting policies and procedures, it is also critical to focus on relationships, which is largely impacted by presence. The saying, “people don’t care how much you know until they know how much you care” is paramount when executing recommendations within this theme. Once expectations are solidified, all staff need to be held accountable, regardless of position, title, and/or tenure within the district.

In addition to policies and procedures, there is also a need for more long-term sustainable professional development driven by the organizational focus (as defined in Theme 1). Continuous improvement is not only continuous, but time-intensive (sustainable growth takes 3-5 focused years to see results). Professional development is most impactful when participants are provided time to learn the information, reflect on components of the information that they are already implementing, reflect on how they could implement more components successfully, practice with the information, assess the progress of the new initiative, and make changes necessary to achieve the desired outcomes. The cycle of Plan-Do-Study-Act is critical, with an emphasis on reflection within the Plan stage.

Within the Plan stage, it is important to follow three steps (plan for the expectations, teach/learn the foundational information, and reflect on existing procedures/implementation). When planning for the expectations, it is important for the entity, in this case the district, to determine the goal and align it to the mission/vision/purpose



of the organization. After determining the goal and ensuring that it is aligned with the overall mission/vision/purpose, providing a foundation for stakeholders to learn from is critical. In addition to teaching the information, participants must be afforded the opportunity to reflect on current practices and align the new information with their current reality.

Within the Do stage, participants need to have the opportunity to implement the new theories/practices in a structured environment with clear deliverables and expectations. The implementation cannot happen in a vacuum or in silos. The opportunity to collaborate with other professionals and learn from one another while implementing will provide more long-lasting growth and sustainability for the new initiative.

Within the Study stage, cross-categorical and interdepartmental observations are key. Rather than simply assessing one component, allowing staff members to observe each other and provide feedback to improve one another's practices provides multiple insights to grow upon. While observing and studying, it is critical to look beyond opportunities for growth and explore and identify pockets of strength to serve as beacons throughout the district.

Within the Act stage, the district in conjunction with building staff members, need to act upon what was discovered during the study stage. Continuing to focus on the desired outcomes and assessing progress toward those outcomes will guide the actions taken during this stage. As a reminder, the improvement process is continuous and once action is taken, it is important to cycle back through the Plan-Do-Study-Act cycle.

When leading continuous improvement efforts in the area of JEDI in schools, it is integral to have clear training expectations, policies, procedures, and metrics of success. Clear training expectations are needed in order to ensure that all stakeholders involved in JEDI efforts understand the goals and objectives of the learning opportunity. It is also important that these expectations include intended learning outcomes that indicate expected knowledge, skills, and competencies that participants will gain as a result of their training experience. Expectations are integral to the continuous improvement process because they help to ensure that everyone receives the same level of standardized training across the organization. Equally important to clear expectations are policies and procedures because they are vital to the continuous improvement process. They serve as guidelines and principles that direct JEDI efforts, such as non-discrimination, cultural competence, and diversity and inclusion. This will also help to address ways to handle JEDI-related incidents, including reporting and response procedures, and conflict resolution processes. In addition, metrics for success are vital to the organization's JEDI efforts because they can be used to evaluate the effectiveness of JEDI initiatives. These metrics can include quantitative data such as student performance, retention rates, and teacher turnover rates, as well as qualitative data such as feedback from staff, parents/guardians/caregivers, and students. In summary, having clear training expectations, policies, procedures, and



metrics of success are essential components of leading continuous improvement efforts in the area of JEDI in schools to ensure that JEDI efforts are effective, standardized, and aligned with the organization's goals and objectives.

On the Self-Assessment, the district scored themselves a 7 out of 10 in the area of Teacher Leadership. Strengths were noted on the Self-Assessment such as: having access to a variety of professional development opportunities to support improvement in instructional practices, staff's ability to participate in key committees, and the district's use of the Danielson Framework for Teaching as a guide to engage novice (new to the district) and veteran staff in discussions about instructional strengths and opportunities for improvement.

Throughout the year, teachers participate in two district professional development (PD) days. The October PD is planned by the administration and connects district initiatives and curricular focus areas. In January, the PD day is a teacher-choice professional development day each year where teachers can select professional development topics and there are opportunities for teachers to lead professional development for their peers. Teachers are encouraged to go to outside PD that is connected to their personal development and, in their contract, they have a budget allocation to support that continuous learning opportunity. There are also inhouse PD opportunities that are based on district initiatives and central office administrators provide substitutes for staff members to attend collaborative PD experiences with outside expert consultants. The audit team found evidence for all of the above claims from the Self-Assessment – with some additional notes that will be shared within this theme.

As shared in previous themes, it is critical for leaders to follow protocol once a decision is made. By focusing on creating protocols and clarifying expectations, this alignment will be much more effective with all stakeholders. One example of following protocol that could benefit from additional attention is dress code infractions. As shared previously, the dress code is being enforced disproportionately and, as shared during both focus group interviews and surveys, there seem to be biases playing a part in how dress code violations are reported. Biases are rooted in everyone – stemming from our childhood experiences and exposure. Without professional development and training on how to ensure biases do not play out in decision-making, disproportionality will continue. To address dress code violations specifically, the audit team recommends reviewing the policy and reviewing it with all staff. Consider showing pictures of students and discussing whether it is a violation during a staff meeting. This will not only serve as a learning opportunity for staff to better understand the dress code, but it will also serve as an opportunity to better understand people's perceptions regarding the dress code and potential infractions.

When looking more closely at the importance of clarifying expectations, the audit team struggled to understand exactly who was responsible for different components within the district. For example, when evaluating staff, there were multiple people



responsible for this: supervisors, building admin, and district admin. Having too many people responsible for the same thing can sometimes cause ‘the blame game’. Although the audit team did not see an overwhelming amount of this, it is still recommended that an organizational chart with accountabilities be created and shared with the staff. This organizational accountability chart can also serve as an opportunity to identify specific areas that the district would like each school to focus on and how they will be held accountable for doing so.

Also by having an org chart with accountabilities listed, individuals within the district who are looking to advance will have a stronger understanding of who is above them and how they can grow into a new position. When speaking to some non-instructional staff members, the audit team was told that there were few opportunities for advancement. On the other side, instructional staff shared that there are many opportunities for advancement. The audit team recommends reviewing policies regarding promotion and advancement and consider crafting an employee journey/ pipeline, specifically for non-instructional staff members.

In a review of the district’s professional development plan, the audit team observed a DEI professional learning goal. This document indicated that the district’s professional learning goal is to “provide opportunities for staff” (related to DEI) so that it “informs teaching and learning and ensure our school is a safe haven where all feel a sense of belonging and do not feel marginalized.” The plan indicates that MTPS staff will not only attend all state required training sessions, but central office administrators will provide staff with a list of professional development offerings, and they will attend sessions throughout the school year. In reviewing this goal, it is important to note the goal needs to ensure that students are not marginalized, not simply that they don’t *feel* marginalized.

In addition to having a goal aligned with ensuring staff know how to provide an environment of belonging for students, having a structured approach to expectations and guidance on next steps for curriculum and pedagogy while considering the needs of different stakeholder groups, can lead to greater levels of success. Ensuring that curriculum and pedagogy are designed and implemented in a way that meets the needs and expectations of all stakeholders, including students, teachers, parents/guardians/ caregivers, administrators, and the wider community will promote consistency and continuity in the delivery of the curriculum and pedagogy, which can help foster a more positive and supportive learning environment. Additionally, it can help to ensure that everyone involved in the education process is on the same page and working towards the same goals, leading to greater collaboration, effectiveness, and overall success.

In discussions with central office and building administrators, expectations for curriculum and instruction are anchored by the Danielson Framework for Teaching. The criterion included in the framework drives expectations for teaching and learning and evidence of these indicators is collected during formal staff evaluations. However,



when reviewing the document that is used in the district, there are no modifications made to be more specific to Mahwah. The audit team encourages the district to consider adding additional facets to the Framework that will better align with the population of Mahwah and align with district initiatives.

Expectations for implementation of best practices are communicated by building leaders and content area supervisors. In a discussion about expectations for the implementation of JEDI concepts within instruction, the audit team was told by multiple stakeholders that there wasn't clear direction and/or resources provided. It seemed that every school had different levels of understanding regarding what was to be taught regarding JEDI initiatives and how to do so. The different levels of understanding were not only among staff; leaders had different levels of understanding as well as different levels of clarity regarding how to incorporate JEDI initiatives into the school environment. Ultimately, for JEDI/DEI work to be most successful, it needs to be the lens everything else is crafted through or the plate that holds everything else – having JEDI/DEI be a stand-alone concept/curriculum is detrimental. The audit team recommends training for instructional leaders regarding JEDI/DEI work as a foundational force within the school system.

In order to support staff in the successful implementation of JEDI within curriculum and instruction, the audit team recommends that central office administration explore a research-affirming framework to support efforts to integrate JEDI concepts within the curriculum. In order to create a framework that can be implemented within MTPS, there are multiple resources available. For standards alignment, the Social Justice Standards from Learning for Justice provides anchor standards and grade level outcomes for grades PreK-12+. For pedagogical practices, there are multiple resources, including Critical Practices, Culturally Responsive Pedagogy, and other cultural frameworks. This work will also be instrumental in ensuring alignment with NJ state standards. The goals driving this framework must be clearly articulated in ways that staff and stakeholders understand the district's expectations and objectives for success. The audit team also recommends that central office administrators involve stakeholders in the design and implementation of the curriculum and pedagogy by holding regular meetings, conducting surveys, and soliciting feedback. This can help ensure that all stakeholder groups are represented and their perspectives are taken into account in ways that will advance JEDI within the curriculum and pedagogical delivery at MTPS.

In addition to having clear expectations and holding people accountable for these expectations, staff shared a desire for more collaboration time, including both professional development opportunities as well as mentorship opportunities. The audit team reviewed survey results from adults within the MTPS community and learned that 68.27% of adults that responded to the survey believe that central office administrators provide directions and support to staff in its schools 'most of the time' or 'always'. In a review of survey comments, stakeholder respondents agree that central office administration must provide direction and support for staff in schools in



ways that transcend compliance and staff need to have access to ongoing and pervasive learning opportunities.

Another trend that emerged in focus group discussions was a desire to have increased opportunities for teacher collaboration. The team learned that MTPS staff find value in engaging in planning discussions with their colleagues. Currently, according to leadership, staff meet with grade level teams weekly and their time is used to review curriculum, identify instructional materials for lessons, and discussions regarding how they are going to teach concepts to students. Staff perceive, however, that they have limited time to collaborate with grade level colleagues and they do not have opportunities to collaborate in vertical teams within their buildings or with colleagues in other buildings. Through focus group conversations, the audit team learned that there is a desire among MTPS staff to leverage opportunities to collaborate with colleagues as an extension to professional learning so that they can support each other in the areas of instruction and learning and in the implementation of district initiatives.

In addition to identifying trends in a desire to engage in opportunities that promote teacher collaboration, the team identified another trend that was reflected in support for new teachers and mentorship opportunities. In discussions with central office administrators, the audit team learned about the district's new teacher mentoring program. The program includes support features such as support from experienced educators in the district and professional learning opportunities with related activities. In discussions with staff, the audit team learned that while novice educators have access to a mentor in their first year in the district, many new teachers still feel overwhelmed in their efforts to manage the day-to-day with students while attempting to successfully execute district-wide initiatives. Consequently, novice educators rely heavily on the support of colleagues in their respective buildings which they disclosed is helpful, but there is a desire, among novice teachers in the district, to have more consistent guidance and support from administrators (both at the building level and central office administration) in their initial years within the district.

As part of the mentorship program, it might behoove the district to consider partnering staff for long-term partnerships/collaboration opportunities. Along with the skills that can be shared, building a long-term relationship of support will help the overall culture and sense of trust among stakeholders. Some of the activities that can occur between mentor partnerships are peer visits, walkthroughs, and coaching conversations. The purpose would not be evaluative in nature; rather, it would provide the opportunity to support a fellow staff member and learn, while also supporting someone else.

It is important to consider extending professional development opportunities for staff by initiating district-wide PLCs that promote collaboration among practitioners in other buildings (outside of existing walls). This will be especially helpful across the three K-3 buildings. There were very interesting differences among the three K-3



buildings, as evidenced in both focus group conversations as well as survey responses and classroom observations. In addition to having very different populations of students, the staff and community perceptions were also very different.

Acknowledging that the three schools are necessary due to population and size of the school, it might be worth a discussion on how to redistrict to allocate resources slightly different for the students in the K-3 setting. For example, there are ‘arms’ of the boundary maps that go to Lenape Meadows when they are actually closer to another elementary school in the district. The audit team recognizes how large of a shift redistricting can be and that this is a large topic to dive into; however, even without redistricting, it would be critical for the district to have more conversations about how the K-3 school boundaries are set and how to ensure all students have access to similar opportunities. One way to do this without redistricting is to consider all three K-3 schools as ‘one entity’. This would mean consolidating HSO/PTO funding and adopting the philosophy of ALL Mahwah students are all OUR students.

Having larger-scale PLCs will be advantageous to MTPS staff because there will be improved alignment across multiple initiatives. Staff will be able to support each other in the efforts to advance these concepts within curriculum and instruction. Staff can work collectively to explore resources that can be used as instructional materials while examining best practices in culturally responsive teaching so that they are able to engage students from diverse backgrounds and receive feedback and support from each other in accordance with their shared goals. Combined professional development opportunities will also support the development of new teachers in ways that will strengthen the district’s existing new teacher mentoring process. By participating in a collaborative environment, new teachers will be working with a supportive team who are working towards achieving shared goals in teaching and learning. They will also have access to a network of seasoned teachers, which is integral to the onboarding process, and they will be able to engage in planning discussions that will help to advance their success in their classrooms through a stronger foundation of togetherness and a higher sense of belonging. These recommendations are important to consider in order to support the ultimate efficacy and development of MTPS staff.

While staff have access to two professional development offerings at the district level every year, the offerings do not seem to follow a systemic plan of action. It is important for not only teaching and learning to occur within these trainings, but also for expectations and accountability indicators to be defined. Defining a purpose for individual trainings and programming efforts need to come directly from the district to establish a tone for implementation in individual buildings. When assessing the goal of a training topic, it is beneficial to also consider who will participate in these trainings and hold those who attend accountable for the implementation of the new program/information. Although it might seem limiting to streamline professional development offerings, sometimes going small allows for more intensive growth.



Once goals for individual trainings are established, creating a schedule for training that includes multiple modalities for learning as well as opportunities for reflection and continued work within the topic will allow many of the stakeholders to feel supported.

Professional development is most effective when it is aligned with the goals, purpose, and priorities of the school district. It is also important to provide time for teachers to process and reflect on the information and skills they have learned. This allows them to internalize new knowledge and to apply it in their classrooms. In order to advance successful implementation of professional development in MTPS, the audit team recommends that leaders consider available resources, including time, before establishing a schedule of offerings. Also, the audit team recommends a cross-walk of all offerings with how the training ties back to the overall mission and vision of the school district as well as how it fits into previous and future trainings. In addition to these components, in order to maintain consistency, there might be benefit in assigning liaisons for different initiatives within each school that then meets with an assigned supervisor/leader who will guide the district initiative and ensure consistency across the district. Through focus groups and observations, the audit team identified the following initiatives as potential areas for continued training: Conducting Difficult/Courageous Conversations, Restorative Practices & Restorative Justice, Communication Styles, Team-Building, Culturally Responsive Pedagogy (including Critical Practices & Social Justice Standards), Cultural Competency, and Implicit Bias. Please note that this is not an all-inclusive list.

To provide more context regarding the need to address implicit bias with the staff, the audit team reviewed survey responses. In a review of adult survey results, 58.80% of respondents agreed that staff are open-minded and aware of bias and 28.58% of respondents agreed that members of the community are aware of bias. The team noted that 44.85% of adults that responded to the survey agreed with the statement that staff speak up when witnessing acts of discrimination and 68.78% of respondents agreed that members of the community speak up. These findings are noteworthy because in order to advance JEDI within the MTPS community, it is important to create the conditions for change through an examination of bias within the school communities. If a pattern of bystanders exists within MTPS, then staff and stakeholders will not be able to advance JEDI in meaningful ways. Staff need training support to recognize bias and to intercept it when individuals have been negatively affected by discrimination or prejudicial behaviors. Staff reiterated this within focus group interviews as well, with many sharing that they wanted to do more, but simply didn't have the knowledge to do so. This training and knowledge will help to create a shift from a culture of bystanders to a culture of upstanders.

Ultimately, having clear expectations that are rooted in a mission and vision and cemented through policies and procedures, allow for greater accountability and, ultimately, success. The following is a more succinct listing of recommendations provided throughout this section.



Recommendations

- Review dress code and train all staff for consistency of enforcement
- Consider implementation of PDSA (Plan/Do/Study/Act) cycle for new programs and/or curriculum
- Review DEI goal in District Professional Development Plan; Shift from passive to active language
- Create pedagogical framework for inclusive teaching practices (align with look-fors recommended in Theme 2)
- Create programmatic curriculum framework through an equity lens
- Consider district-wide PLCs (with a focus on the three K-3 buildings)
- Explore opportunities to bridge the resource gap between three K-3 schools (i.e., redistricting or consolidating HSO/PTO funds)
- Conduct peer walkthroughs (in a systematic fashion with a rubric)
- Consider long-term mentorship opportunities for all staff members
- Create an organizational chart with accountabilities identified
- Create a staff pipeline/employee journey utilizing the organizational chart to encourage internal advancement and promotion
- Post district-level expectations, and accountability measures, for all staff
- Modify the Danielson Framework for Teaching to be more aligned to Mahwah expectations and initiatives
- Provide training for leadership to understand the JEDI/DEI lens (as a way to hold all other initiatives); rather than being a separate entity
- Craft a 3-5 year Professional Development Plan, including the following (but not limited to):
 - Difficult/Courageous Conversations
 - Restorative Practices & Restorative Justice
 - Communication
 - Team-Building
 - Culturally Responsive Pedagogy (Critical Practices & Social Justice Standards)
 - Cultural Competency
 - Implicit Bias
- Consider assigning liaisons to particular PD/training initiatives to support with accountability and consistency
- Consider the implementation of DEI/JEDI liaisons across the district to support with streamlining initiatives from a lens of diversity, equity, and inclusion



Summary of District Recommendations

Classroom Culture:

- Conduct intentional conversations about cultures and differences; promoting cultural competency: Theme 2
- Form a mentorship program for students to be paired with an adult in the building: Theme 2
- Administer a yearly survey to assess the culture of the school district; be sure to include why the information is being collected, share the results, and decide upon action steps that will be taken based on the information gathered: Themes 3 & 5
- Encourage student voice in hearing multiple perspectives: Theme 4
- Implement Restorative Circles across all stakeholder groups to repair harm: Themes 4 & 5
- Implement listening circles on a regular basis to keep lines of communication open between stakeholder groups: Theme 5

Family & Community Engagement:

- Conduct intentional conversations about cultures and differences; promoting cultural competency: Theme 2
- Encourage more diverse Thunderbird partnerships: Theme 2
- Plan social events to build relationships among stakeholders: Theme 3
- Conduct regular Town Halls at both the building and district-level that serve as an opportunity to answer questions and ensure consistent communication; Conduct these in the community at different locations and at different times to allow for more participation from those who are not typically present: Theme 3
- Consider the implementation of list-servs for stakeholders: Theme 3
- Consider the implementation of family affinity groups; with a specific focus on new families: Theme 3
- Consider the implementation of a family engagement committee to support with many of the recommendations within this category: Theme 3
- Conduct listening circles (with a trained restorative practitioner) to allow for stakeholders to share their perspective on various topics with other stakeholders: Themes 3 & 5
- Implement Restorative Circles across all stakeholder groups: Theme 4

Instruction:

- Include lessons about the Ramapough Lenape Nation into all grade levels: Theme 2
- Consider classroom décor and materials that go beyond the ‘expected’; i.e., focus on lesser-known people/events that don’t fall within stereotypical assumptions: Theme 2



- Train staff on how to encourage curiosity and discuss controversial topics in the classroom: Theme 2
- Craft a rubric that can be used for adoption of materials (including concepts around who wrote it, who is in it, and what viewpoint it teaches from): Theme 2
- Consider implementing diversity ‘look-fors’ when conducting classroom observations and/or walkthroughs: Theme 2
- Explore trade-school partnerships and/or opportunities for students that choose not to attend a four-year program after high school: Theme 2
- Incorporate multiple perspectives of similar literature (i.e., *The True Story of the Three Little Pigs* vs. *Three Little Pigs*) starting in elementary school: Theme 4
- Consider implementing editorials on social media within instruction and encourage student involvement: Theme 4
- Create pedagogical framework for inclusive teaching practices (align with ‘look-fors’ recommended in Theme 2): Theme 6
- Create programmatic curriculum framework through an equity lens: Theme 6
- Modify the Danielson Framework for Teaching to be more aligned to Mahwah expectations and initiatives: Theme 6

Leadership:

- Consider the creation of a decision-making framework that aligns with district core beliefs/values, mission, and vision: Theme 1
- Enhance recruiting efforts that focus on marginalized populations: Theme 2
- Craft a hiring protocol/rubric that places value on diverse identities: Theme 2
- Promote a sense of belonging among staff from diverse identities using PLCs and/or Affinity Groups: Theme 2
- Maintain all student demographics for programming efforts and assess against student populations: Theme 2
- Collect student demographics and referring teacher information for discipline referrals, consequences, and suspension rates: Theme 2
- Ask questions regarding WHY students aren’t being enrolled in certain programs: Theme 2
- Train staff on implicit bias and the impact of bias on expectations: Themes 2 & 5
- Create a visitation schedule for district leaders to visit schools (during non-evaluative situations): Theme 3
- Align decisions with the JEDI vision that is finalized from Theme 1 and then uphold those decisions: Themes 3 & 5
- Conduct listening circles (with a trained restorative practitioner) to allow for stakeholders to share their perspective on various topics with other stakeholders: Themes 3 & 5
- Train stakeholders on how to implement informal restorative work (affective statements, restorative questions, informal conferencing): Theme 4
- Spotlight employees on a regular basis – allowing them to share more of who they are: Theme 4
- Consider the implementation of Affinity Groups within different stakeholder groups: Theme 4



- Consider the implementation of Restorative Circles to repair harm that has been done: Theme 5
- Craft a survey that can be administered yearly to assess district culture/climate; be sure to include why the information is being collected, share the results, and decide upon action steps that will be taken based on the information gathered: Theme 5
- Include team-building exercises throughout the school year to build relationships: Theme 5
- Consider courageous conversations training, with the following key points: Theme 5
 - Focusing on discerning between facts and stories
 - Establishing clear expectations for the conversation
 - Understanding how to minimize defensiveness
- Research systems of inquiry and consider implementing across the district: Theme 5
- Set district expectations and accountability measures for JEDI work that all stakeholders are aware of: Themes 5 & 6
- Consider implementation of PDSA (Plan/Do/Study/Act) cycle for new programs and/or curriculum; Theme 6
- Review DEI Goal in District Professional Development Plan; Shift from passive to active language: Theme 6
- Consider district-wide PLCs (with a focus on the three K-3 buildings): Theme 6
- Explore opportunities to bridge the resource gap between the three K-3 schools (i.e., redistricting or consolidating HSO/PTO funds): Theme 6
- Conduct peer walkthroughs (in a systematic fashion with a rubric): Theme 6
- Consider long-term mentorship opportunities for all staff members: Theme 6
- Create an organizational chart with accountabilities identified: Theme 6
- Create a staff pipeline/employee journey utilizing the organizational chart to encourage internal advancement and promotion: Theme 6
- Provide training for leadership to understand the JEDI lens (as a way to hold all other initiatives); rather than being a separate entity: Theme 6
- Craft a 3-5 year Professional Development Plan, including the following (but not limited to): Theme 6
 - Difficult/Courageous Conversations
 - Restorative Practices & Restorative Justice
 - Communication
 - Team-Building
 - Culturally Responsive Pedagogy (Critical Practices & Social Justice Standards)
 - Cultural Competency
 - Implicit Bias
- Consider assigning liaisons to particular PD/training initiatives to support with accountability and consistency: Theme 6
- Consider the implementation of JEDI liaisons across the district to support with streamlining initiatives from a lens of diversity, equity, and inclusion: Theme 6



Overall JEDI/DEI Experience:

- Help all stakeholders understand the WHY behind JEDI work: Theme 1
- Consider crafting core beliefs/values that align with the purpose/WHY above: Theme 1
- Reinforce the concept that JEDI work is centered around respect and consciously move away from it being political: Theme 1
- Include stakeholders in the next steps (either using the already existing strategic plan committee or forming a committee specifically focused on JEDI integration): Theme 1
- Craft JEDI mission and/or vision statements or consider rewriting current mission/vision statements to be written through a more JEDI-focused lens: Theme 1
- Revisit the Strategic Blueprint to include more explicit JEDI-focused goals with measurable metrics: Theme 1
- Craft common vocabulary for terms being used surrounding JEDI work to allow all stakeholders to form foundational understanding; Create a glossary for identified terms: Theme 1
- Consider the origination of words being used within the district and shifting names/titles that may be offensive: Theme 1
- Align all communication efforts to include newly developed beliefs, vision, mission, and goals using the lens of JEDI work: Theme 1
- Consider placing a voice clip on the website regarding the pronunciation of Lenape: Theme 2
- Consider the expansion of communication opportunities in languages aside from English: Theme 3
- Discuss with stakeholders the impact of biases on our communication: Theme 3
- Consider conducting a physical accessibility audit: Theme 3
- Consider revisions of dress code, specifically head coverings, and train all staff for consistency in enforcement: Themes 2, 4, & 6
- Consider the implementation of Affinity Groups within different stakeholder groups: Theme 4



Compiled District Data

The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected within the Mahwah Township Public Schools Equity Audit. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Individual survey data is also included within each school building summary. Nonsensical comments as well as comments that were blatantly harmful or discriminatory were redacted.



Mahwah Township Public Schools Overall Adult Survey

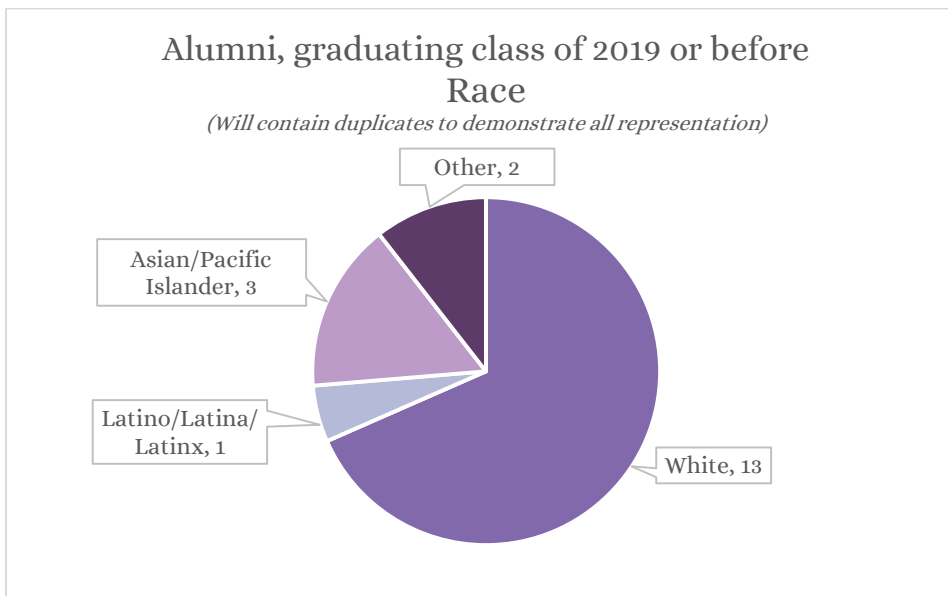
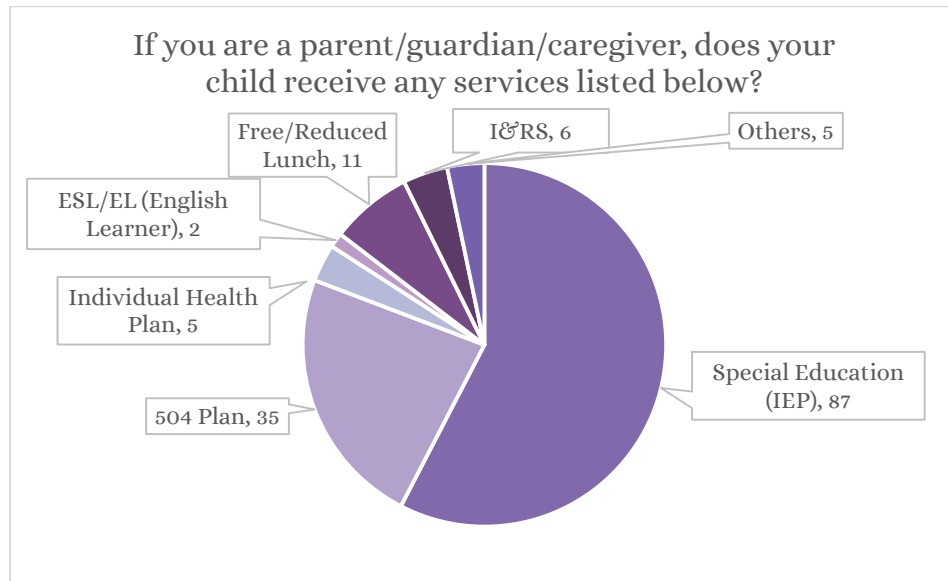
Alumni, graduating class of 2019 or before Survey Respondents: 19

Alumni, graduating class of 2020, 2021, or 2022 Survey Respondents: 8

Community Member (includes Board Members) Survey Respondents: 17

Parent/Guardian/Caregiver Survey Respondents: 432

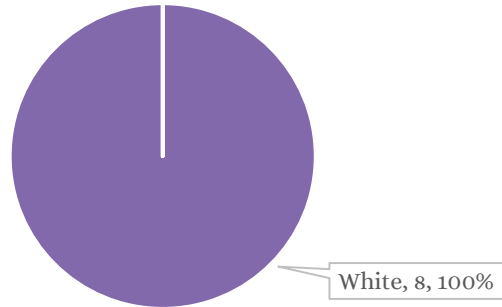
Staff Survey Respondents: 126



Alumni, graduating class of 2020, 2021, or 2022

Race

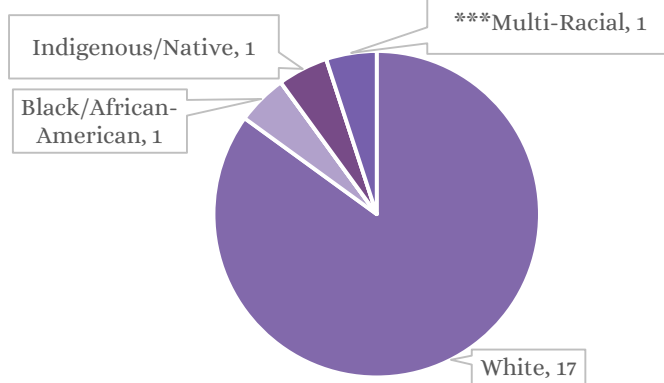
(Will contain duplicates to demonstrate all representation)



Community Member

Race

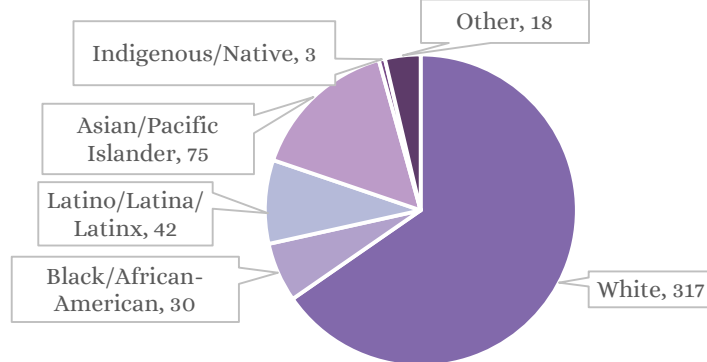
(Will contain duplicates to demonstrate all representation)

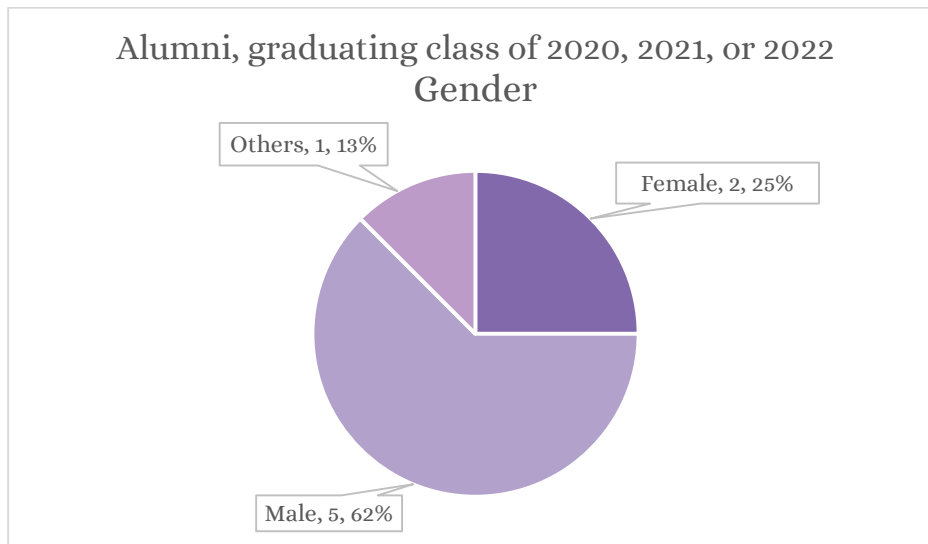
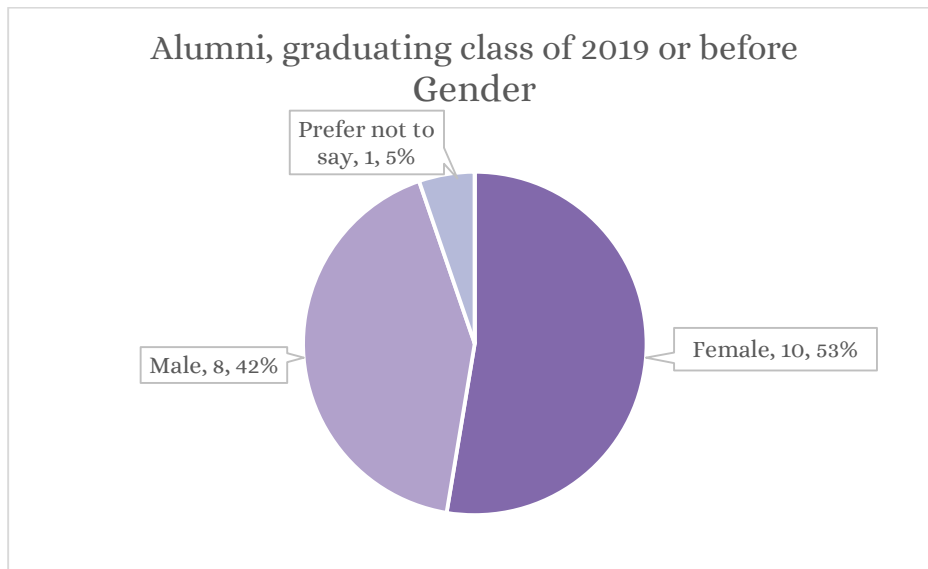
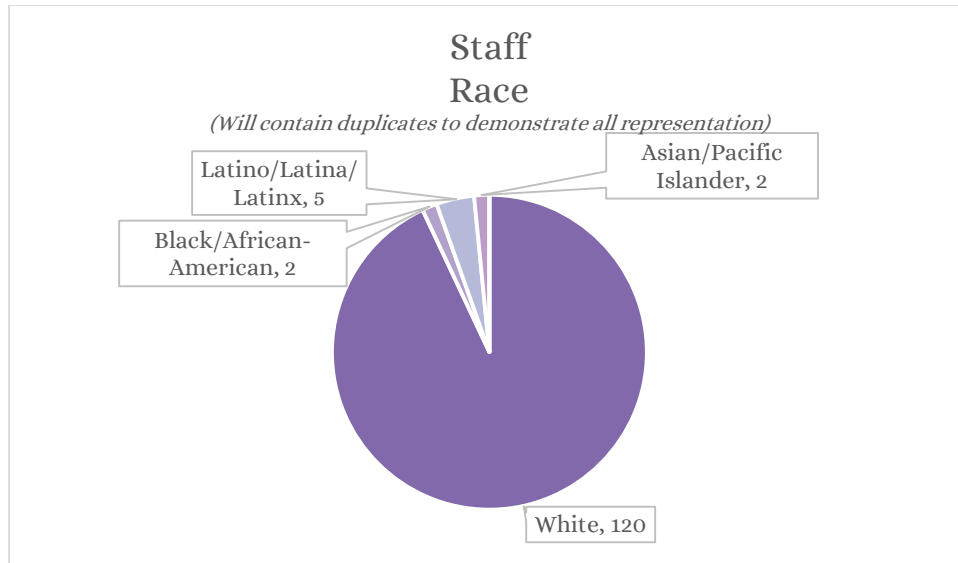


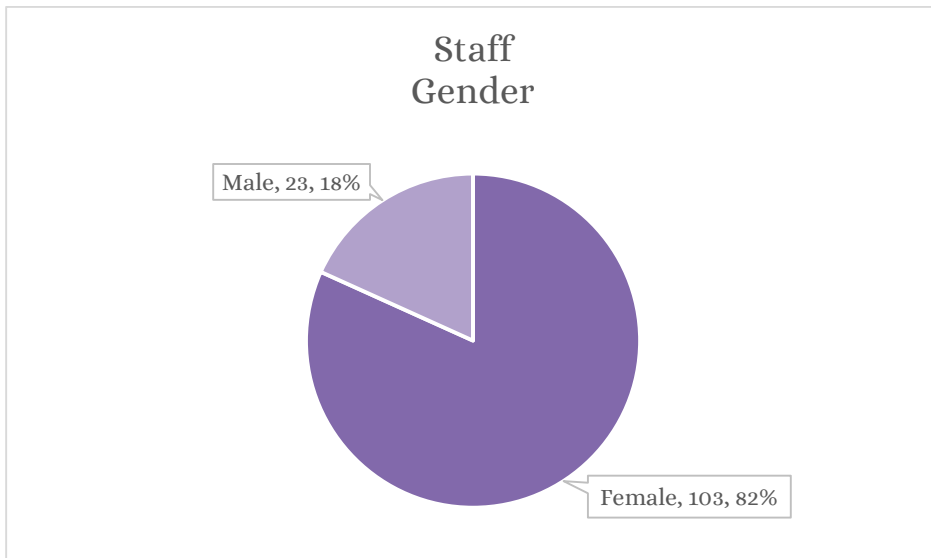
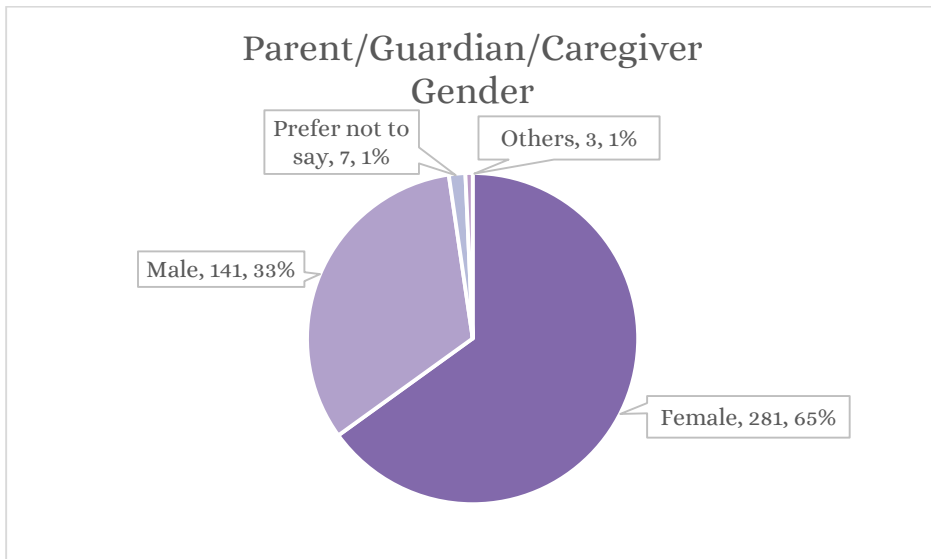
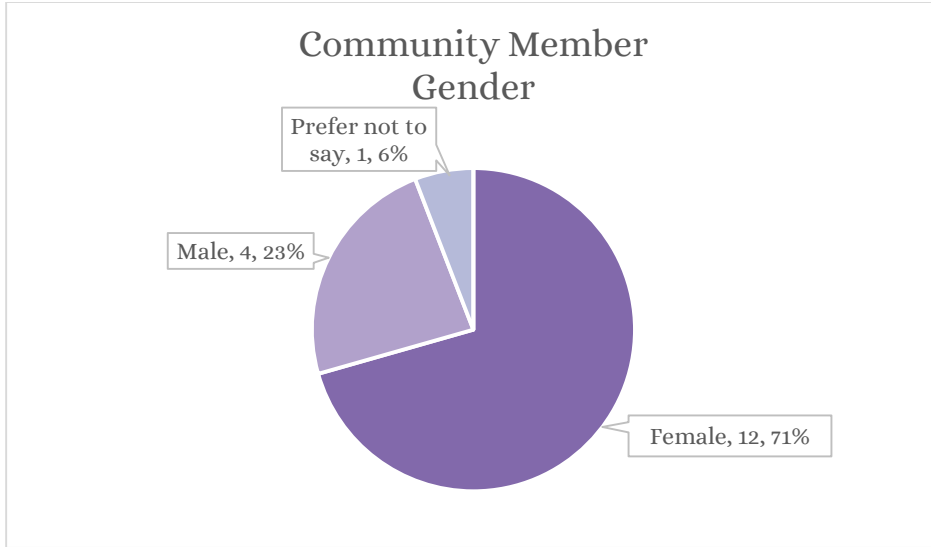
Parent/Guardian/Caregiver

Race

(Will contain duplicates to demonstrate all representation)

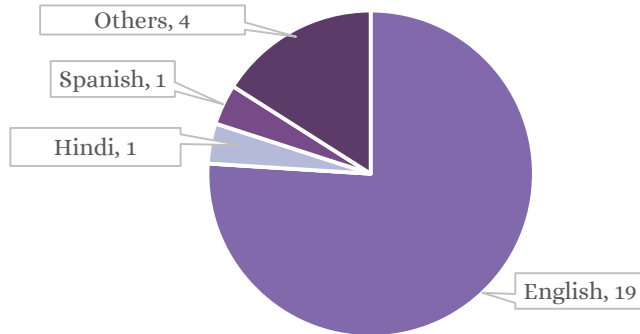






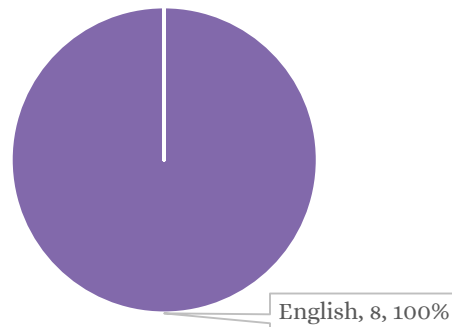
Alumni, graduating class of 2019 or before Language(s) Spoken in Home

(Will contain duplicates to demonstrate all representation)



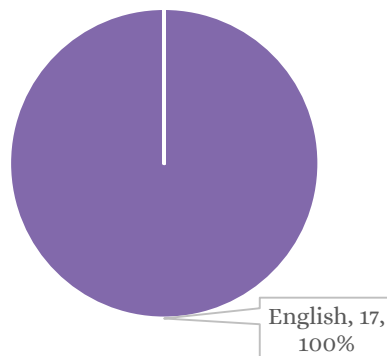
Alumni, graduating class of 2020, 2021, or 2022 Language(s) Spoken in Home

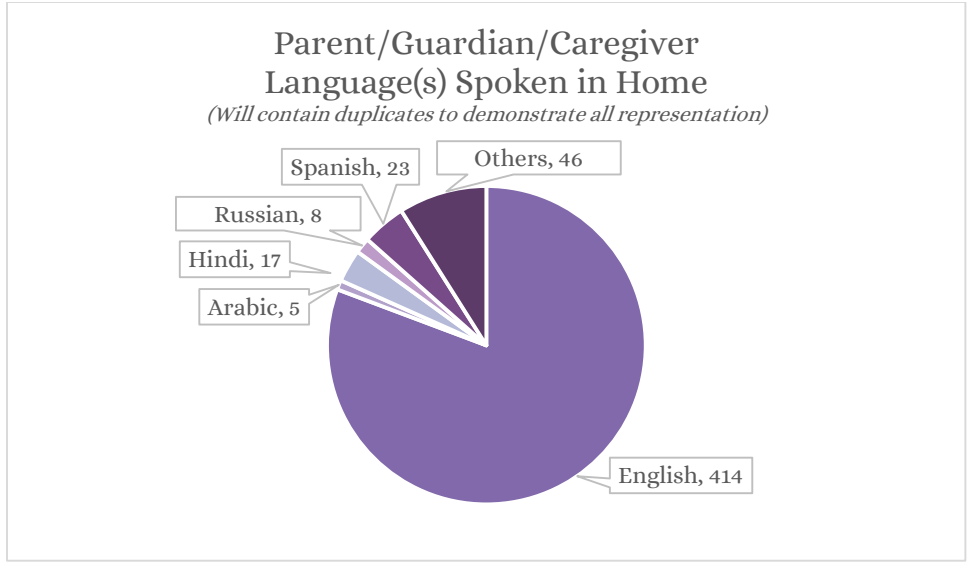
(Will contain duplicates to demonstrate all representation)



Community Member Language(s) Spoken in Home

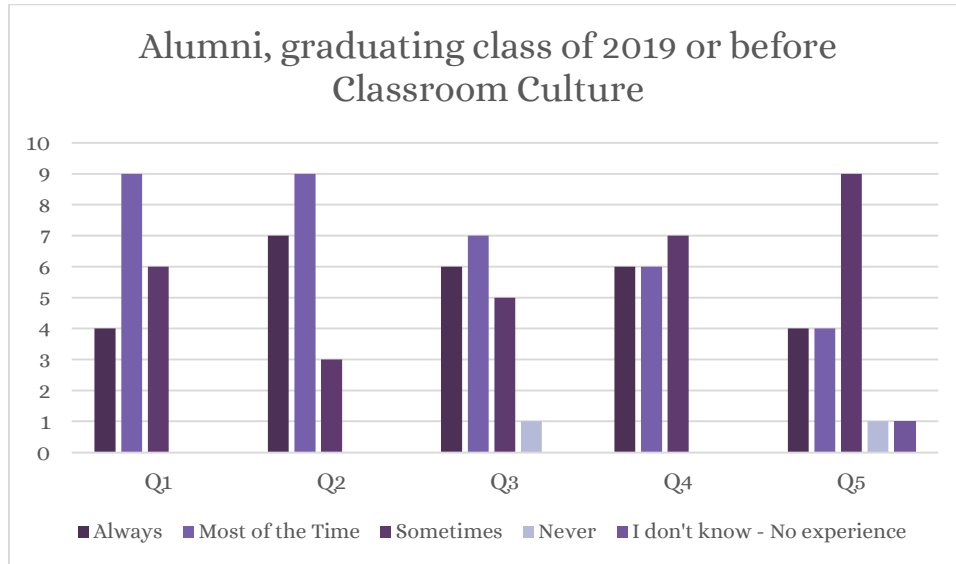
(Will contain duplicates to demonstrate all representation)





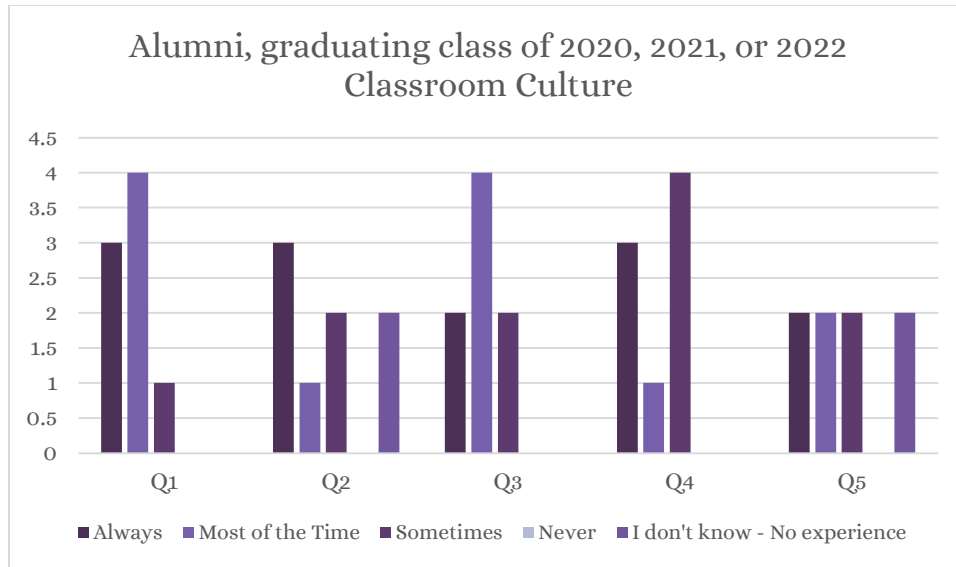
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.

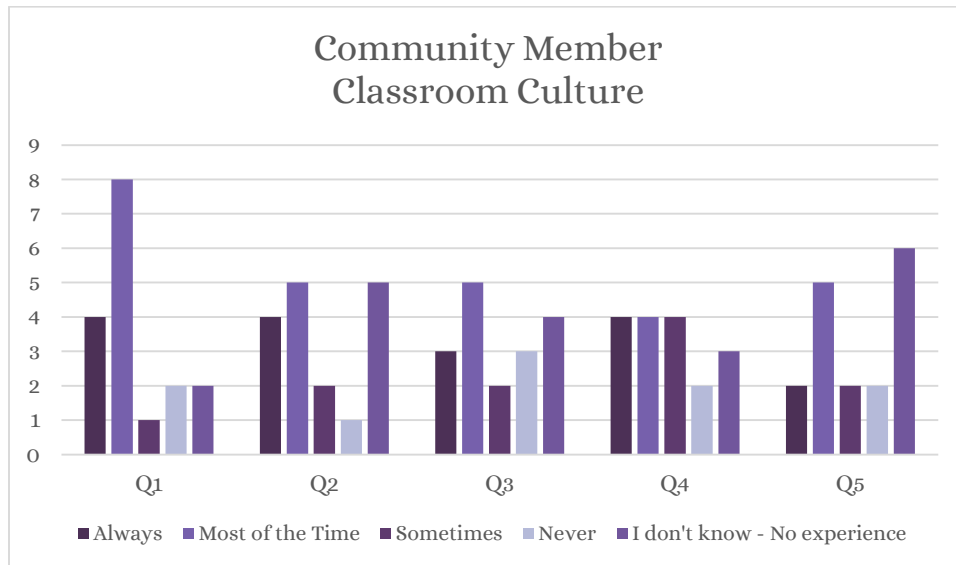


Section 1	Q1	Q2	Q3	Q4	Q5
Always	21.05%	36.84%	31.58%	31.58%	21.05%
Most of the Time	47.37%	47.37%	36.84%	31.58%	21.05%
Sometimes	31.58%	15.79%	26.32%	36.84%	47.37%
Never	0.00%	0.00%	5.26%	0.00%	5.26%
I don't know - No experience	0.00%	0.00%	0.00%	0.00%	5.26%



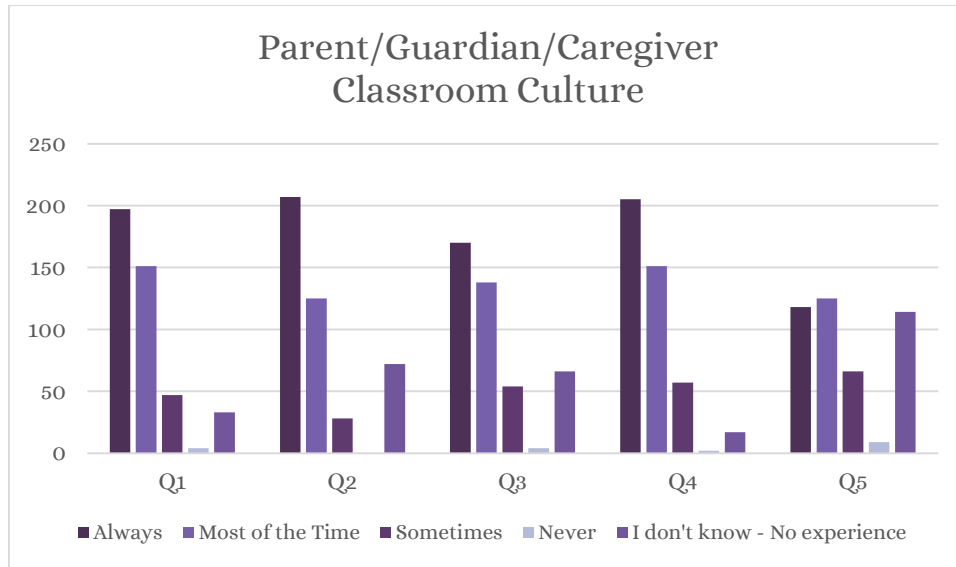


Section 1	Q1	Q2	Q3	Q4	Q5
Always	37.50%	37.50%	25.00%	37.50%	25.00%
Most of the Time	50.00%	12.50%	50.00%	12.50%	25.00%
Sometimes	12.50%	25.00%	25.00%	50.00%	25.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	25.00%	0.00%	0.00%	25.00%

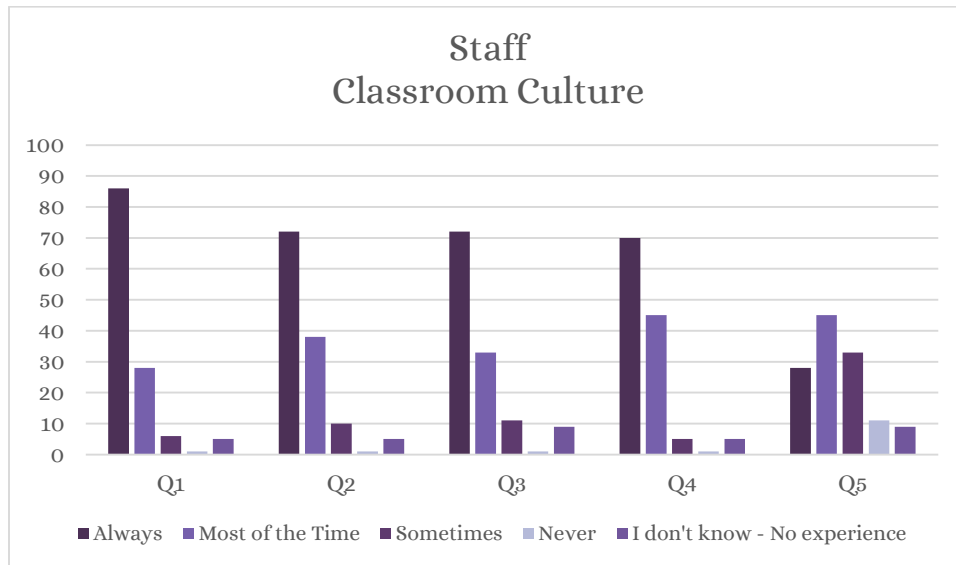


Section 1	Q1	Q2	Q3	Q4	Q5
Always	23.53%	23.53%	17.65%	23.53%	11.76%
Most of the Time	47.06%	29.41%	29.41%	23.53%	29.41%
Sometimes	5.88%	11.76%	11.76%	23.53%	11.76%
Never	11.76%	5.88%	17.65%	11.76%	11.76%
I don't know - No experience	11.76%	29.41%	23.53%	17.65%	35.29%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	45.60%	47.92%	39.35%	47.45%	27.31%
Most of the Time	34.95%	28.94%	31.94%	34.95%	28.94%
Sometimes	10.88%	6.48%	12.50%	13.19%	15.28%
Never	0.93%	0.00%	0.93%	0.46%	2.08%
I don't know - No experience	7.64%	16.67%	15.28%	3.94%	26.39%



Section 1	Q1	Q2	Q3	Q4	Q5
Always	68.25%	57.14%	57.14%	55.56%	22.22%
Most of the Time	22.22%	30.16%	26.19%	35.71%	35.71%
Sometimes	4.76%	7.94%	8.73%	3.97%	26.19%
Never	0.79%	0.79%	0.79%	0.79%	8.73%
I don't know - No experience	3.97%	3.97%	7.14%	3.97%	7.14%



Section 1 Comments:
My kids love going to [redacted school name] every morning.
Admin does not treat students fairly
All Good, Thanks
Appropriate discipline is an area to work on.
As a para, I utilize the experts when disciplines are needed. I am behooved to share with administration issues and incidents, however, I am not informed of the end result
As a parent, I don't necessarily feel qualified to answer some of the questions. But I do believe that the members of the Mahwah school system have the best of intentions when it comes to treating all children as individuals and letting them be themselves. My daughter would be a better judge as to whether or not they are successful than I.
As a parent, I feel the culture of [redacted school name] is conducive to learning and a safe place for my daughter to express herself.
As far as the value of all children and how they feel about sharing their thoughts and opinions, most of the time they feel valued. But when they speak up about their faith in Jesus as a Christian, they have been told not to talk about that. Therefore, their opinions and thoughts really don't matter, and they don't feel valued. The district is trying its best to include all races and lifestyles (how people identify), and it is pushing various agendas upon my children, but my children can't mention the name of Jesus and their beliefs about Him. Who they are and what they value has everything to do with what they believe
At the Board of Education meeting, we were told by [redacted Board Member] that "If you don't like it, take your kids elsewhere." Which is exactly what my husband and I did. Our children are multiethnic, and our traditional views are not accepted in Mahwah Public Schools. They now attend [redacted school name] in [redacted city], and the change is like night and day. It is the best decision we ever made and enrollment is through the roof because of the disgusting ideologies that are being pushed on Mahwah public school children and their families.
Based on feedback from several male students, females get away with a lot more.
Conservative or republican students are the most silenced group in our school. They cannot state their beliefs, and must keep it secret. H.S. students have told me they know they must never share their beliefs as conservative/Republican. This is RIDICULOUS and disgraceful. Much of our town is Republican, and kids come from conservative families.
COVID may have complicated things for teachers and staff so in general student behavior is an issue and probably very stressful for them. However, I believe [redacted school name] is a smaller school and tries their best given the circumstances.
Covid years were hard to judge, but so was everything else
difficult to answer. without direct experience
Females were always dress coded far more often than males. To show this an upper year student showed up in his underwear and was not dress coded.
Some students would get in trouble for political shirts whereas others had no issues. The rule seemed to be selectively enforced.
Given the current political climate and state government mandates public schools have gone from teaching children how to think to what to think.
Guidance counselors have been amazing at helping our students navigate any issues they may have. There are times it feels as if rude or inappropriate behavior from students to other students is difficult to manage.
[Redacted school name] is a unique and nurturing place
Hard to say, my daughter is in kindergarten
Have not heard anything to the contrary.
Hib is not worth the paper it is written on. All too often bulliyng continues. Also, not all teachers or staff are creating a safe environment.



I am answering with my impressions, not being in the school with my child, I don't know what hurdles exist, but to my knowledge, my child has not met any major barriers and I think [redacted school name] is doing very well in social development and in treating students with respect.

I answered always from the lens of the [redacted department name], and what I observe in walkthroughs, observations, and conversations. We as a department are committed to making students feel included, feel reflected and respected in our classrooms, and be encouraged to participate. This is both in content, skill and environment. The thing that highlights this the most is our movement to truly highlight the DEI work, the civics work, and the civil discourse work that is central to our content and standards. The following document highlights the review of what we have so that we can build on it as we further develop our curriculum. I am looking forward to the results of this audit so that we can fix what "we don't see."

[redacted document link]

Additionally --- on the topic of school discipline in this building there is a disconnect, The teachers believe there is "little accountability of students and support of the teachers" and the administration believes they are following the "procedures in the handbook."

Some teachers are antiquated in their views - they want the demerit system back. I think that the truth may be somewhere in the middle.

My observation is that this is more a communication problem. But again I am an observer and not in the system.

I appreciate that students have clear and regular access to counseling and they were kind enough to help my daughter transition from another school by placing her with friends. It is though a very large and complicated school so not sure theyre getting the best academic support and individualized care. But hard to say as a parent.

I believe there is an opportunity to have a more disciplined approach with students. There are students that enjoy going to the office as a form of discipline.

I believe there should be more positive reinforcement rather than consequences for kids who are working toward learning what is appropriate. Behavior at this age needs to be shaped. The point should be for students to learn how to be a student academically and behaviorally. ****Recess should NOT be taken away from students/classes as a punishment for behavior. Kids of this age, especially ADHD kids, need this outlet!!!! Discipline appears to be more punitive this year. There seems to be a lack of understanding on how to handle children/students that don't fit the mold this year.

I did not feel this way last year when my child was in [redacted grade level] and administration was different in the building.

I cannot speak for every student and teacher. In my classroom, I seek to value students as unique individuals, create a physical space conducive for learning, and provide ongoing opportunities for students to share their thoughts and opinions without judgment.

I do worry about the expectations for boys. Harsh language is used by staff members to discipline them, with a lot of yelling. I've seen teachers and aids yell at boys in a way I've never seen them do with girls. If I can teach my children that raising my voice isn't an answer and how you say something is essential to how it will be received, I'm not sure why I can't expect the same from staff members. I also think we need to examine what we expect of kids -- specifically younger ones. If we withhold recess or don't let them have chat time with friends at lunch (is talking during lunch a problem?!) then remaining quiet and attentive during class is going to be a struggle. Muzzling and yelling isn't the answer; helping them understand a balance is. I find it troubling that for 2 years lunch is referred to by my son and his friends as "Prison Social Hour."

I feel that the school caters to the needs of the students who are not considered in "average" Mahwah schools are very open, and at times I feel that there should be some standards as to dress code, behavior, and social skill values. We actually pulled our son out of Mahwah because the class size at [redacted school name] was too large and the discipline was lacking. The teachers are all amazing and the curriculum is excellent. The decision was based on class size, overall school values, and discipline.



I felt physically safe at [redacted school name], but as a POC (with minimal teachers or staff of color), did not feel like I had the emotional support due to most of the admin and faculty being white (i.e., little diversity)
I graduated eight years ago, so I understand that my experiences may differ from what is protocol today. That being said, the punishment didn't always fit the crime. Detention for phone usage during lunch and breaking dress code was standard even for first offenders. A warning would've been suitable and I hope is now in practice.
I have been told many times over the years at the [redacted school name] that for the same infraction, the boys will be disciplined more harshly than the girls. For example, during covid, during gym, boys and girls needed to me
I have experienced the victims being punished while the perpetrators are defended for their mis-actions and wrong-doings. I have experienced school authorities invalidate and deny racial injustices.
I have noted discrepancies in how after care treats my children vs some others
I missed a call from principal [redacted name] regarding an alleged bullying incident and what he told my co parent was a racist allegation from a fellow student regarding my son. I have reached out to [redacted name] since this message on my answering machine several times and he never seems to be available. I went to the school to see him and the front desk secretary would not admit me because I didn't have identification, even though I had just dropped off my son, and I've been in the office a few times in the few short months since my child started [redacted grade level]. So first of all, denying someone access to the school, a parent, for this reason, is inequitable. Second of all, the attention I received from [redacted name] subsequent to this distressing phone call was not great. In fact, he saw me drop off my son before school and didn't even attempt to make contact while I sat in my car for a substantial amount of time giving him an opportunity to approach. While this behavior is not inequitable, it's not great. Lastly, regarding the alleged racist comment my son made. I wish [redacted name] would have handled the incident differently. My son is not racist. He's [redacted age]. He certainly didn't know that the word [redacted language] can be a racist slur, I'm surprised a kid in the school reported it as such because it is not an overtly racist term. In any event if [redacted name] would have spoken to my son properly he would have found out that he is 25% black, that I'm 50% black, because my father is black. So you see, the fact that my son had to question whether he was a bad kid who deserves detention for this is inequitable. If it's impact over intent what about the impact of threatening my son with detention when he innocently stated that someone resembled an animal. I assure you he had no idea it was racist, and has never bullied anyone in his life. He's naïve and a child, and we've now taught him not to compare people he is unfamiliar with to animals, even if they have features that remind him of a certain animal he has just read about in social studies.
I observed an instance that the teacher called another [redacted race] girl my daughter's name. It happens in other instances that sometimes it is hard for a teacher to distinguish one minority race student from another. It takes practice and maybe some training will help the teachers to recognize and identify the unique individuals.
I say, "most of the time" to students sharing their thoughts and opinions without judgement, because as hard as staff may try to ensure that is true, judgement is still sometimes heard from other students. There is only so much within the scope of our control. The school mostly provides a safe environment physically and emotionally because, unfortunately, sometimes the school is unable to provide everything a student needs (paras, accommodations, etc).
I think my sentiments are a little skewed as three out of my four years were plagued by covid to some degree.
It does not seem that the high school differentiates their instruction at all.
[Redacted school name] is a difficult adjustment for students - then pack on Covid implications. With mental health challenges on the rise, we need to put more resources/support towards school counselors.
[Redacted school name] is lacking school discipline, despite there being a written policy in our [redacted school name] Handbook. There are no consequences for misbehavior.



<p>Mahwah has never had an issue with “inclusivity” All children have access to the same services and support when needed and race culture religion and sexual orientation do not change the way children are treated within our school district. Mahwah should focus on academics and social interaction and activities for kids seeing as we lost 2 years to Covid for formal education. We believe us2 and this audit is a waste of mahwah students time, and a waste of money and funding that could better be used for our kids.</p>
<p>Mahwah schools are amazing and are inclusive.</p>
<p>Many bullies in school</p>
<p>My daughter has been singled out by her chemistry teacher on several occasions and was disciplined in a way different from other students.</p>
<p>My daughter has expressed concern about the vaping that occurs in the girls bathroom by the main office.</p>
<p>My daughter has hearing aids and the classrooms are sometimes very hard to hear in. They are very loud. No just the voices but they have a echo. My daughter had a horrible year last year and nothing was done. She sat by herself most of the year and no one helped. She withdrew and lost herself and it took me all summer to get her back to her normal self.</p>
<p>My daughter is constantly teased for being different. The teachers are great but often don’t hear or don’t get involved.</p>
<p>My daughter is new to her school and has been there for 3 months. We don’t know much about the school Yet.</p>
<p>My daughter knows what answers to give so she is not “cancelled”. Students only support left opinions, not everyone’s opinions are respected.</p>
<p>My family was one of many that removed our children from the district due to horrible situations</p>
<p>My freshman does not like to use to bathroom as girls and smoking and vaping.</p>
<p>My multi-ethnic daughter was COMPLETELY discouraged from sharing her opinions. It affected her on an emotional level incredibly. My daughter believes in MLK's Dream & she was not allowed to express her feelings about how people should not be judged on how they look or identify. We had to remove our children from the MAHWAH school system due to your implicit discrimination.</p>
<p>Not sure exactly what you mean by "provide physical access to student success"; also for "share their thoughts/opinions without judgment" I assumed this to mean without judgment from teachers so I put Always, if it's judgement from peers I'd say Sometimes</p>
<p>Our culture fails to hold students accountable for their actions. There is a divide that exists between students, teachers, colleagues, and administrators as to what appropriate behavior looks like and, more importantly, how to foster appropriate behavior. I philosophically believe in cooperative discipline, but also recognize the need for disciplinary action as well. We shouldn't confuse students feeling welcome and safe with holding students accountable for their actions: these philosophies can and should coexist. For too long now, the lack of discipline has become a punchline for students: they understand and essentially scoff at the lack of authority that teachers have in the building. Moreover, We need to do a better job of balancing these philosophies and ensuring that students are treated equally and equitably rather than offering more flexibility to students whose parents are more likely to give negative feedback.</p>
<p>Punishment for poor behavior should be a lot more severe. Kids need consequences that are meaningful. These kids are raised in day cares and by Nannys and get little discipline at home and do not respect authority. I see it with almost all the kids. Parents do not have the respect of their children and that carries over to school.</p>
<p>Rampant sexism and objectification in dress codes that created a hostile environment</p>
<p>Regarding discipline it should be focused on the one who needs it so the entire class is not punished/missing out for the behavior of one.</p>
<p>Regarding student expression: in my time, the newspaper operated under a policy of “prior review” by the principal, which is regarded as both antithetical to the value of free speech and contrary to good journalism education. It’s indicative of a culture of disregard for student opinion that I found rampant at [redacted school name].</p>



Sitting long periods of time is challenging for some students. Flex seating was provided in lower schools and would benefit some students to listening and learning for long times.
Special Education program needs improvement. Lack of understanding especially with artistically worldly students who need sp Ed classes. Unfortunately some are forced into groups & classes they don't belong in and become pigeon holed.
Spend more money and time educating our students and cut the nonsense
SROs in all schools will help students feel safe from school shootings.
Students are only encouraged to share their opinion if they conform with the group think narrative of the day. Generally this requires you to affirm there are multiple genders and anyone can choose their gender on a daily basis. If you disagree with this narrative you are completely stifled and made to feel uncomfortable. Children are not disciplined fairly. There are kids that literally get away with murder at Mahwah meanwhile other kids are constantly disciplined for minor infractions. I know this first hand from the way my son was treated. One example In [redacted school name] he was sent home for an in school suspension for an infraction. Later it came to my attention that many other children were doing the same exact thing my son did and nothing was done to them.
Teachers need to read every students profiles. Teachers need to be respectful to students just as students to teachers . Staff needs to be fair to students as teachers and administrators cover for each other and make it look as it is the student who is always wrong . The staff needs to be evaluated as some have no social / teaching skills .
Thanks [redacted school name] and all Mahwah school for being so supportive and caring towards children. Your experience in dealing with kids brings best out of them. My experience with the administration , teachers and principal has been always wonderful. Thanks a lot !
The discipline flucuates, classroom space is limited in some classes.
The girls bathrooms are definitely not a safe environment, from what I've been told.
The level of respect coming from students has declined steadily through the years.
The prior school year (21-22) we had a lot more incidents with badly behaved children, mostly boys, but some girls, and they went undisciplined and parents were not reliably informed when children were hurt. So far in Fall 2022, we do not have much of this occurring lately.
the school concentrates on the individuals not the majority
The teachers are often unfair in their treatment of students when it comes to a student that is advocating for himself. Although, we are told that in [redacted school name] the students should work with the teachers as opposed to parents jumping in, it appears the teachers have no patience for a student advocate. They do not listen fairly to a students issue with a lesson, homework, grade and so on. I find it very rare if ever that a teacher sides with a students opinion even when the teacher is clearly wrong.
The [redacted] needs coaching on how to talk to parents. She is very abrupt.
There are no real repercussions for children who misbehave, use foul language, or hit other kids, it is just swept under the rug.
There are not enough rules for inappropriate dress
There are times that I feel certain students are targeted for discipline based on the group they are friends with
There is virtual no discipline at [redacted school name]. Teachers are left to discipline students on our own, with our own time. There is a not a consolidated effort to enforce school rules or policies related to behavior, dress, phones, etc. It is quite frustrating for staff.
These questions are tough to answer from a parent's perspective. Would probably make more sense to ask parents if they've experienced each of these scenarios to be true.
These responses are to the best of my knowledge. It is difficult to respond as I have limited exposure to what happens in the classroom day to day
This is largely anecdotal, as I'm an involved parent but most of what I can comment on is based on my child's feedback.

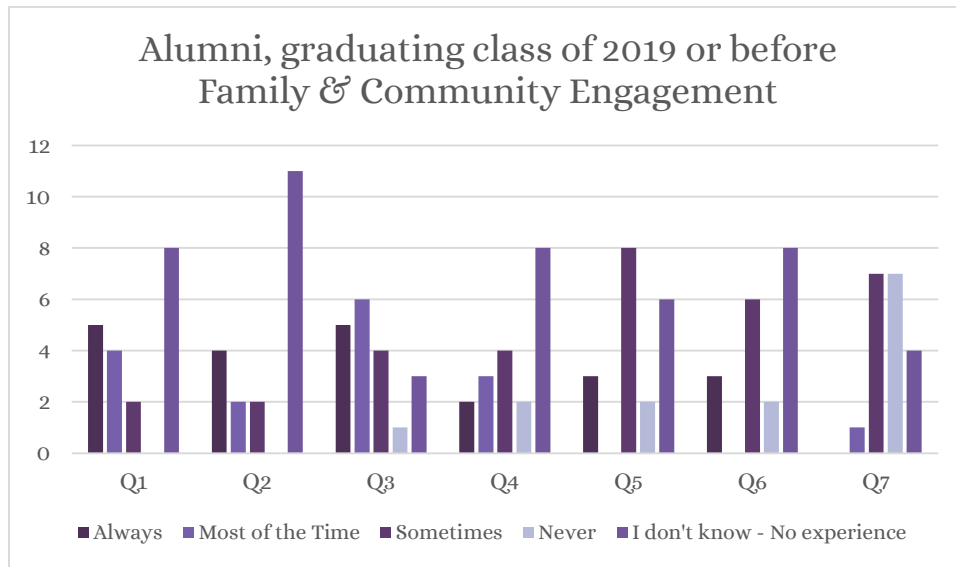


<p>This is my daughter's first year at the [redacted school name] so I'm learning as we go</p>
<p>This school is only good for a few popular kids. Other kids don't acknowledge what they're good at or what they're special about. After all, it is a school for some of the students who belong to Gifted. Kids know that even children are not equal.</p>
<p>Until this year, all of my answers would be "always". We had some issues last year with a limited and specific group of students and the school split all four of them up this year so I feel like they are attentive to issues and addressed them as best they could. This year, my [redacted grade level] continues to have the very best educators and we continue to be thrilled with the level of instruction and support. My [redacted grade level], unfortunately, is in a classroom that appears to go unmanaged. From what I can tell, I am not confident that students are always accounted for, that there are opportunities for sharing any opinions, or that the discipline is conducted appropriately. This does, however, appear to be isolated to a single instructor. The rest of the school and our experience in it has been amazing (we also were in [redacted school name] for pre-K and loved that school and its staff as well).</p>
<p>Was shocked when I got a call from a [redacted grade level] teacher (not this year) within the first two weeks of school reprimanding my 5 year old for crawling underneath a table. After a pandemic and having gone into quarantine at 4 years old, this was his first experience in actual school with many other kids and grownups he didn't know. Teachers should be equipped to manage a child under a desk! I've worked in another school district and would actually have been embarrassed to call a parent bc I thought a 5 year old under a desk was that major.</p>
<p>We are new residents of Mahwah, our experience with [redacted school name] and [redacted school name] has been exceptional, from our first phone calls to register my [redacted grade levels] children. The welcome and response from every individual, from staff, School nurse, teacher, special Ed coordinator, counselor has been beyond exceptional, we are truly grateful for the level of care and inclusion within our School community. The level of expertise and coordination to immerse our children and them feeling welcome has truly raised the bar and I as a parent have never experienced anything like this in my fourteen years as a parent, we have always been very involved in our children's educational path. We are grateful.</p>
<p>We are relatively new to [redacted school name] (daughter is in [redacted grade level]) but thus far we are pleased with the above</p>
<p>We are so impressed with [redacted school name] and we can't be happier with our teacher [redacted name]</p>
<p>We are very happy with the school, the teachers and all the staff are great with our daughter</p>
<p>We live in such a divisive society right now, I truly believe that many student behaviors and issues emanate from home. In my opinion, the school can only do so much and cannot express the importance or impact of a student's home life. I do not envy the school administrators or administrators of the Mahwah school district. I think you are fabled if you do and damned if you do not. I just want to say thank you for all you do.</p>
<p>We've had issues with the lunch monitors at [redacted school name]. They seem intent on policing the lunch room as if it were a delinquency zone.</p>
<p>While our children graduated several years ago, we can recall a very supportive, fair and equal school environment.</p>



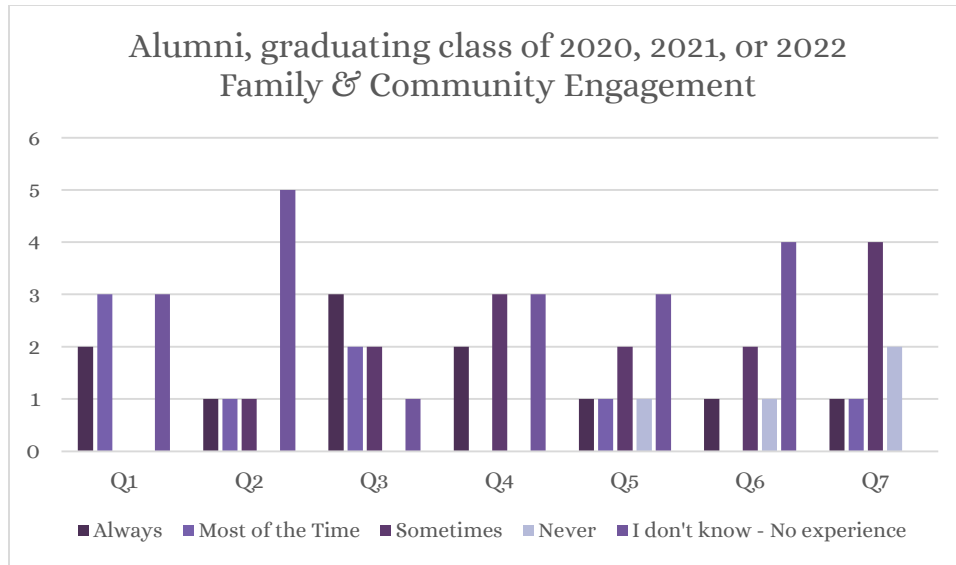
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.

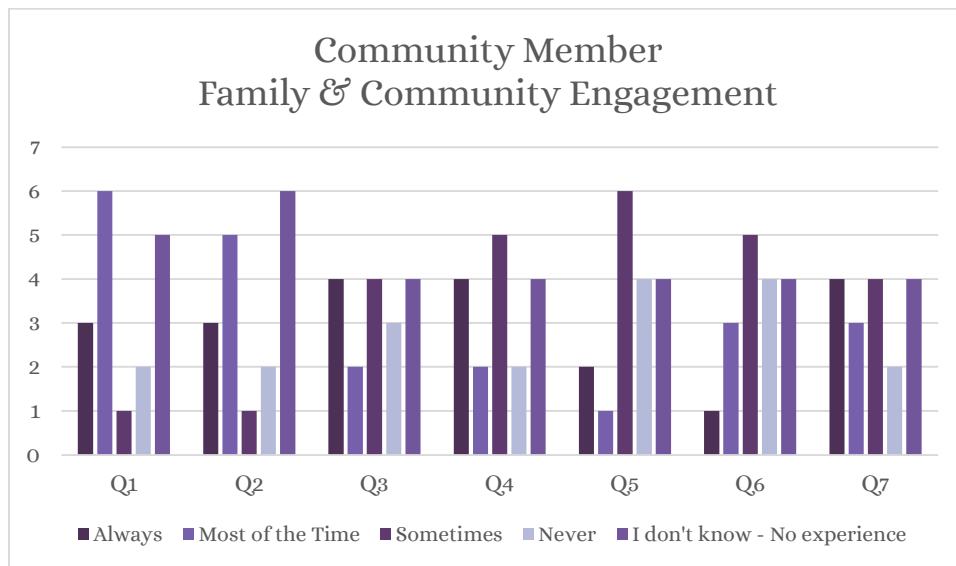


Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	26.32%	21.05%	26.32%	10.53%	15.79%	15.79%	0.00%
Most of the Time	21.05%	10.53%	31.58%	15.79%	0.00%	0.00%	5.26%
Sometimes	10.53%	10.53%	21.05%	21.05%	42.11%	31.58%	36.84%
Never	0.00%	0.00%	5.26%	10.53%	10.53%	10.53%	36.84%
I don't know - No experience	42.11%	57.89%	15.79%	42.11%	31.58%	42.11%	21.05%



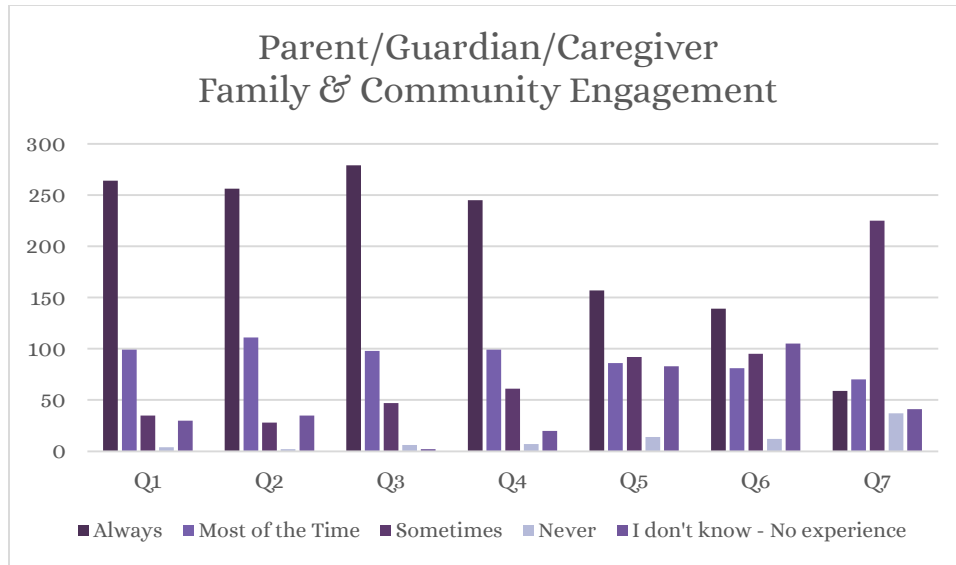


Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	25.00%	12.50%	37.50%	25.00%	12.50%	12.50%	12.50%
Most of the Time	37.50%	12.50%	25.00%	0.00%	12.50%	0.00%	12.50%
Sometimes	0.00%	12.50%	25.00%	37.50%	25.00%	25.00%	50.00%
Never	0.00%	0.00%	0.00%	0.00%	12.50%	12.50%	25.00%
I don't know - No experience	37.50%	62.50%	12.50%	37.50%	37.50%	50.00%	0.00%

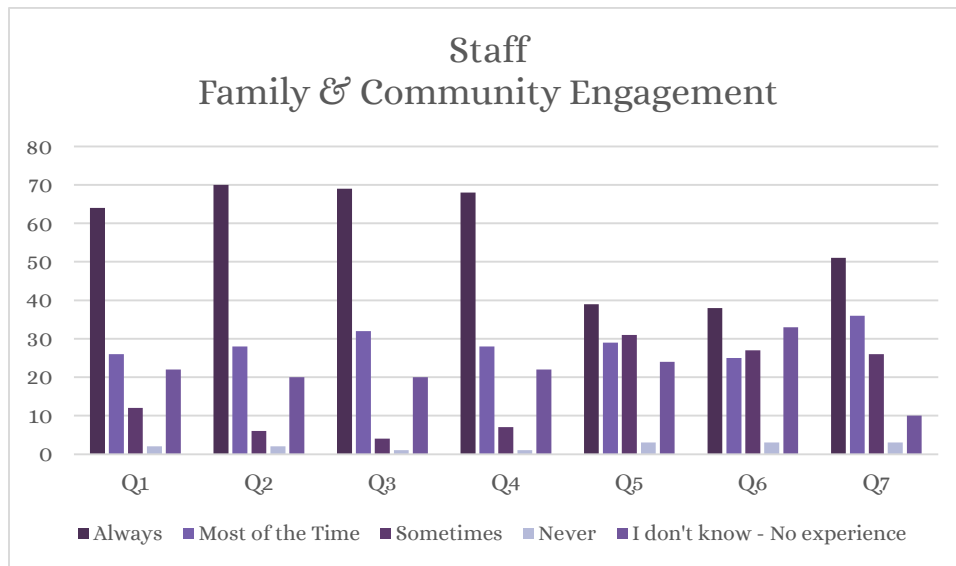


Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	17.65%	17.65%	23.53%	23.53%	11.76%	5.88%	23.53%
Most of the Time	35.29%	29.41%	11.76%	11.76%	5.88%	17.65%	17.65%
Sometimes	5.88%	5.88%	23.53%	29.41%	35.29%	29.41%	23.53%
Never	11.76%	11.76%	17.65%	11.76%	23.53%	23.53%	11.76%
I don't know - No experience	29.41%	35.29%	23.53%	23.53%	23.53%	23.53%	23.53%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	61.11%	59.26%	64.58%	56.71%	36.34%	32.18%	13.66%
Most of the Time	22.92%	25.69%	22.69%	22.92%	19.91%	18.75%	16.20%
Sometimes	8.10%	6.48%	10.88%	14.12%	21.30%	21.99%	52.08%
Never	0.93%	0.46%	1.39%	1.62%	3.24%	2.78%	8.56%
I don't know - No experience	6.94%	8.10%	0.46%	4.63%	19.21%	24.31%	9.49%



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	50.79%	55.56%	54.76%	53.97%	30.95%	30.16%	40.48%
Most of the Time	20.63%	22.22%	25.40%	22.22%	23.02%	19.84%	28.57%
Sometimes	9.52%	4.76%	3.17%	5.56%	24.60%	21.43%	20.63%
Never	1.59%	1.59%	0.79%	0.79%	2.38%	2.38%	2.38%
I don't know - No experience	17.46%	15.87%	15.87%	17.46%	19.05%	26.19%	7.94%



Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?
School psychologists & social workers for emotional support. Not sure about financial support.
504 plan
A family can share their concerns with building supervisor or case manager and we are always available to help
After school care, free supplies, free lunches, counseling, additional in classroom aid, designated professionals to help with specific needs, handicap (wheelchair) accessible, aid with sports/extracurricular activities. You name it they have it.
All I can think of is the lunch assistance program. But I feel any time there is a family in need this town is responsive to help.
Am not familiar with present practices.
As a staff member I can not speak to what is available for families emotionally and financially other than reduced or free lunch programs.
Ask and you shall receive...
Aware of the FT Social Worker on Staff. [redacted name]
Bldg Principals
can't say- haven't needed
Can't speak to the district but at the school level the HSO reserves funds for emergency family support. Can't speak to emotional support besides being aware that a psych is available through the district.
Case manager CST and guidance
Case Managers and Guidance Counselors
CFA, MMA, Immaculate Heart of Mary, The Plant Church, Ramapo Reformed Church,, PSE&G Low income assistance programs, Bergen County Health Services. Bergen Regional Medical Center, other Bergen County Agencies
Classes held my district
Communication and cooperative dialogue for parents and myself
conversations with child study team
counseling - guidance and social workers, meal assistance,
counseling resources
Counseling, financial support for students
counseling, HSO, Mahwah Tbird foundation, CST
counselors
Counselors give students emotional support.
Counselors once a week at [redacted school name]
Counselors. More are needed in elementary schools.
CST
District Presented Parent Academies
District run seminars
Does not appear to be.
Don't know
dont know/havent needed
Don't understand this question
Each school employs both a school nurse and social worker to help with students emotional support, there are also options (free or reduced lunches, etc) available to those that need financial support. I know that parents have contributed to book fairs, etc extra money so that a child who couldn't buy a book, still received one.
Emotional Support
emotional TBD, [redacted school name] last year was a total joke
ESL, Gender neutral environment, counselors



ESS is an emotional support system that we have. I am honestly not sure about a financial support system aside from Free and Reduced Lunch.
ESS, ESL
Ess, Free and Reduced Lunch, not sure beyond that
ESS, Free lunch, school therapy
ESS, outside therapy
Faculty
Families, neighbors and places of worship.
Family
Financially, other than the free lunch system, I know of none. Emotional support, I know of none, as my children get that from their home life
For our school, I wish there were more support systems in place for families. For example, district and school communications could be translated to the languages our families speak at home. Just because our students are learning English does not mean that parents are. I also know there are many parents who struggle with things like common core math, and would likely attend a workshop to better support their child's learning at home. So much has changed in education since the time parents were in school.
for tragedy in schools
Forums, meetings, Counselors
Free and reduced lunch - health information on the Mahwah Web site
Free and reduced lunch for families with financial hardship. Students that have emotional needs have a school counselor available to them
free and reduced lunch is offered and [redacted school name] has a counselor this year
Free and Reduced Lunch, Families in Need, website posting for Suicide Prevention, etc.
free and reduced lunch, outside local agencies within the community for counseling services plus guidance to some extent
Free lunch food action
Free lunch program
Free lunch, counselors
Free lunch, financial Aid for field trips etc
Free or reduced lunches for those who qualify. Lunch time meetings that encourage children to communicate with each other more effectively.
Free reduced lunch, ESL parent classes, Realtime help for parents
Free/ Reduced lunch. Occasional leniency when it comes to student fines. Guidance department and ESS.
Free/ reduced lunches, district wide labtops for ALL students, school psychologists and emotional support teams in place in the schools.
Free/reduced lunch, ESL, Social Workers, LDC, mindfulness, counseling, technology to assist in communication with students and families, parent/teacher communication Special Education services
Good question...I don't know but it would be helpful. Especially the emotional support!
Guidance
Guidance counselor
Guidance counselor, school nurse
Guidance counselors and special education teams are amazing
Guidance counselors care about the students
Guidance counselors, case managers.
Guidance Counselors, School Psychologists
Guidance Department
guidance department, social services



Guidance has always supported any questions I have had, teachers have always been very responsive to concerns. The district does inform parents of the free/reduced lunch as well as counseling services available on their webpages.
guidance, Student assistance counselor, free/reduced lunch, free/reduced fees for college aps, AP exams, fees and fines: ESS:
HSO
I am aware of the 'free lunch' assistance program but not much else.
I am just learning about these systems as my children are in [redacted grade level]
I am likely not aware of the options. I do know there is a process by which to request free/reduced lunch, and I have received emails about community partnerships with mental health providers. So, overall, I would say yes.
I am not aware of any
I am not certain. I have not seen any besides the foodbank
I am not sure if the details of this.
I am not sure of any formal supports in place, though if needs arise/are brought to district/admin attention, the district has been very supportive.
I am not sure.
I am not sure. There are opportunities for students in Guidance for emotional support, but I am not sure if that applies to families at large. There is free and reduced lunch.
I believe financial aid is offered for school lunches and there was a 'bullying' support system in the elementary grades - assuming middle school as well.
I believe our Sunshine Committee collects for those in need
I believe so
I believe so based on my knowledge from a friend in need in the district. I don't inquire on specifics as it is none of my business. It is personal for each family in need.
I believe so however I do not have any experience with it. I do not fully understand what this question is asking.
I believe we have a range of supports for our families. I believe, though, that not all of those families who need those supports are fully aware of what is available.
I cannot speak on this
I do not feel there is enough support for our ELL families. This is especially true with regards to the access to technology for our ELL and low-income families.
I do not know but assuming there is something in place
I do not know of any generally but none is needed for my family.
I do not know of any. That being said to the extent there are none, there need to be more and it needs to be more publicized. For instance, I have to seek out students of needs to donate new or gently used clothes that my son grows out of when there are truly family in needs in the school district. It would be much less labor intensive if there was a social worker I could drop the clothes and other items with. I feel terrible about the [redacted name] family and wondered if there were resources families like that and others could reach out to. I for one would be willing to help.
I do not know this information.
I don't believe so, and definitely not for families of color and/or families belonging to another minority demographic
I don't know any
I don't know of any emotional support other than guidance counselors for students
I don't know of any. I am not sure if any is needed.
I don't know-no experience
I don't know - new to district
I don't know as I am not a parent
I don't know if there's a formal support system. Fortunately, we find that the Mahwah community itself is very welcoming.



I don't know what this question is asking about, so I can't answer it.
I don't think there is adequate communication regarding financial/emotional support systems, so if there is, it has not been adequately explained.
I don't think there is much financial support, but I know being aware of stress is something that the school tried to cater towards
I don't understand what this question is asking however I do believe that the schools have support systems in place.
I feel the district would offer any assistance needed.
I feel this could be done better. I do not think we actively seek to find ways to provide wrap around services to families.
I find the teachers and staff of [redacted school name] as generally supportive if you reach out with a question
I have no direct experience but have heard there are financial supports for school trips etc for families in need
I have no idea. I know a friend who was in a low income bracket had her lunches covered throughout high school, but I can't speak to any other financial or emotional support for families.
I have not heard of financial supports but I know there are counselors students can talk to for emotional support- I haven't heard that there are any emotional resources for students' families.
I know kids can get free lunch or perhaps free class trips(when others need to pay), free insurance on school laptops if they financially qualify. For emotional support I know there is counselors but since my kids have not used I'm not sure how much support is there.
I know that we have provided families with assistance if needed, but unsure what protocols are in place to begin that process.
I know there are, I'm not sure specifically.. I think district social workers, therapists, insurance for injuries during school events
I know there is a free/reduced lunch for some students, I had to advocate for that program for breakfast. Think there might be a program for students who can't pay for activities--not sure.
I know there is the Access for call group, but it is not specifically for "families." Otherwise, I don't know if any other systems available.
I know they exist but I am not aware of them
I know they're different support systems but I never need it
I really don't know as I don't live in this community.
I take advantage and appreciate the services of our Social Workers/School Psychologist when I feel there is a need. As far as financial support, I am not involved
I think so
I think so but I don't really know.
I understand that there is free/ reduced lunch and I think the school has a counselor but I don't think my student who has mental health issues would ever be inclined to use them.
I understand that vouchers are given for families who need help with lunches.
I was offered fee waivers for college applications, which was helpful
I would hope so!
I would like to see more structured support system for families of special needs children.
I've never looked into financial but I've seen emotional support offered
If my family needed support (financial and/or emotional) who could I contact? In the school?
I'm learning more on this topic but it is not made obvious
I'm not aware of emotional support programs
im not aware of individual needs in the community and if they are met
I'm not sure about financial, but ESS does a great job with emotional support for students and families. In addition, there are numerous teachers who have been trained in Mindfulness and SEL practices
I'm not sure about the support systems.
I'm not sure because we haven't needed it.



In my experience as a supervisor, I know that there is a system for free and reduced lunch students; when there are any activities that incur a cost, like AP tests, or field trips, or competitions, there is a system to follow so these students can participate. The [redacted name] has also done a ton of work to make sure that the students and families have the information they need when interfacing with the district.
Just me
Limited assistance
Lunch bunch for students.
lunch program, counselors
Mahwah Alliance
Mahwah is full of teachers that devote their lives to being their emotionally for kids and their families
MEA
Meal supplemental program; various zoom programs to help parents navigate various youth issues, including mental health, digital and social media for kids, etc.
Mental health resources
My daughter graduated in 2007 so I am not presently familiar with this.
My daughter was in ESL with [redacted name] last year
My daughter's CST has been great
My family does not require neither.
My kids graduated 5.5 years ago. Other than speaking to Admins, guidance counselors, & principals, not sure what the question means.
My son has a IEP and they have always been good with taking care of his needs
Never needed them , so I can not answer
No
No clue
no direct experience
No experience when my children went to Mahwah Schools there was no communication
No my daughter struggled during and after the pandemic and there was no support for her in school. I took her to a private provider.
no some students have no computers at home, Not enough mental health support
no sure what the questions is- we do have a private therapist for my child to help him socially.
No sure what this means...
No that I know of
no, but that's not the schools job
None required.
Not applicable, never inquired
Not entirely sure how to answer this, but I assume in the event that either circumstance becomes relevant to me that there would be support from the community.
Not really sure at [redacted school name]
Not sure about a system, but support services are available.
Not sure, but we have access to find out
Not sure, we just moved here 2 years ago.
Not sure/not applicable to our family
Not that I can tell
Not that I have seen
Not that I know of
Not to my knowledge
Nothing that I know of
Nurse is fantastic for support



on a district level? I don't know.
Online groups / friends / community
Our school counselors and CST are amazing at supporting both students and families.
Ourselves
Parent Academy
Parent group for emotional support. I do not know of financial support groups if there are any, besides free reduced lunch.
Parenting
Parents are offered informational support
Presentations
Reduced lunch program and help with sports fees, equipment/HS counselor for students
Reduced lunch when needed
reduced lunches, counselors for discussing issues
reduced/free lunch and guidance office
Resources for uninsured, language learning
School communities have joined together to support families in need on multiple occasions. Donations and fundraisers have been held to support community members in need. Schools provide counselors and a safe place to support students' emotional needs.
School Counselors, Child Study, Nurse
school counselors, field trips can be covered by school if there is a need
School psychologist
School social workers and psychologists, occupational/speech/physical therapists
Social worker and nurse available for emotion support and free/reduced lunch for those that need financial support.
Sometimes
sort of
Stiga Free
Students who are financially challenged are always discreetly paid for so they can participate in all activities
Superintendent, principal, Guidance counselor
Support groups and lectures available
Sure
Sure food stamps and free foods can be obtained and emotional support should be given through the guidance department at school
teachers and principle
The guidance counselors at the school
The nurse, child study and front office
The school like to place blame does not support.
The support system is made up of families and peer groups.
Therapeutic services and free lunch
There are counselors available but I have no first hand information regarding financial supports.
There are employees in supporting roles who can help, but people would need to search and feel comfortable doing so.
There are psychologists at the school
There are resources offered through the district.
There is a guidance counselor that students and parents can speak to about concerns.
There is a lingering assumption that Mahwah residents have a certain income level and have someone at home at all times. This is clearly seen during parent conferences which take place during the school day as opposed to after school. This excludes families where both of the parents work and especially low income families from

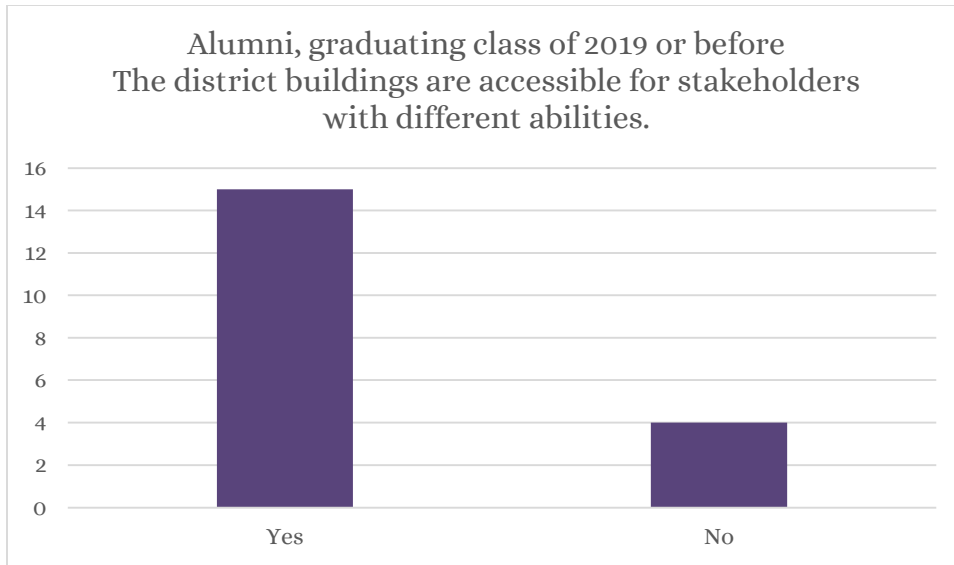


being able to participate and it's not equitable. Furthermore, not providing busing to students who live a mile away starting at the middle school level assumes there is always someone home to drive a student to school and is not equitable. Busing needs to be expanded because there are far too many students who live too far to walk, especially in inclement weather, but have no busing provided.
There is certainly emotional support. The social worker staff is active. Also, [redacted name] always sends SEL/support activities in [redacted name]. Also, the rpincipal at [redacted school name] organized a drive to donate to a family in the school who had suffered a hardship recently. I know the district provides financial support through free lunch, free summer camp tuition and laptops for students starting at middle school.
there is support
There may be, but they are oblique
There might be Support Systems but I am not aware of them.
There needs to be more emtional support
There should be more then guidance counselors to support the childs emotional and mental health within the school. Most families need to do it on their own outside of school.
variety of resources and supports from various sources
Very little family engagement at [redacted school name]
We do individual and group counseling
We have ESS, I have seen classes for parents for ESL, HSO
We have found emotional support through the counselors and guidance department.
We have never been in a position to need services so we are not aware of those services
We have never been in a position to seek out support so we are not familiar with those systems
We have never needed to access this support so we are unaware of it
We have received emails regarding school supplies, if anyone is in need of financial assistance, also school trips are planned well and eacg family can take part in a payment plan.
We haven't had to take advantage of the school as a support system very often. But the few times we have, the school counselors have been very helpful.
we support ourselves
We work with our childrens case workers and guidance
within our family
Yes - basic financial support is available through Pre-K, reduced lunch, etc.; less emotional support options for kids who are struggling with mental health in elementary school
Yes - building, district, and township services are available.
Yes - Counseling services, financial assistance for certain trips and events.
yes free or reduced lunch; counseling services
Yes - the faculty and staff work to support students and their families to the best of their ability
yes but Our school doesn't sensitive to the other family. they only likes to stakeholders.
Yes guidance counselor and case manager and school nurse
Yes I believe services for emotional support through guidance counselors is in place, food services for those who need it etc
Yes- PerformCare, financial support through fundraising and programming within individual schools as needed
Yes, although some parents and families are probably not aware of these supports or feel uncomfortable asking for help.
Yes, but we don't use any
Yes, can communicate with prinicipal
yes, counseling and financial support for those in need
Yes, emotional support from counselors good.
Yes, extended family in district.
Yes, families have multiple resources they can utilize for both financial and emotional support
Yes, financial assistance etc

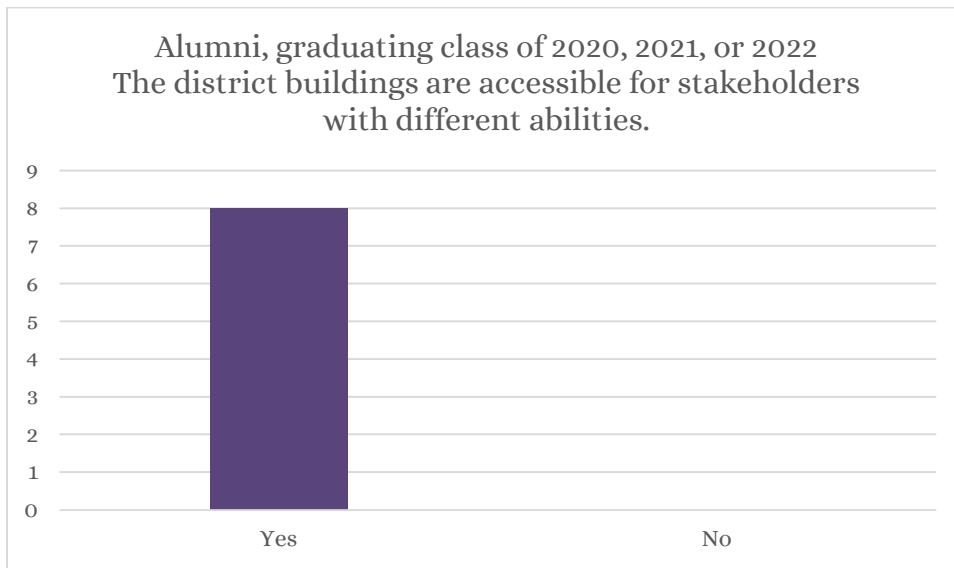


Yes, financial assistance for field trips and lunch. Emotional-guidance, CST and ESS
Yes, financially there is free lunch and going to the school if you are unable to pay for trips, etc. Emotionally I'm no so sure about.
Yes, free and reduced lunch, and support from teachers, counselors, and Child Study Team.
yes, free and reduced lunch, financial aid, SEL/Mindfulness Coaches, guidance counselors, CST
Yes, free lunch for students who need it.
Yes, free/reduced lunch; mindfulness activities
Yes, guidance counselors at school
Yes, Help for meals, Counselors
Yes, I don't remember the name of the programs, but I do remember receiving emails about them.
Yes, I think there is support available if needed
Yes, my son's IEP is an example
yes, one example is that families who cannot afford special events such as field trips have their fees covered by the district or HSO
Yes, parents are able to communicate with teachers and staff freely
yes, reaching out to principals and guidance counselors for help.
Yes, school lunch option
yes, the community as a whole outside help to support one another
Yes, there was free lunch for two years, free access to technology, especially during remote learning, guidance counselors, mental health liaisons, many parent education seminars
Yes. ESS, guidance counselors, student assistance counselor, school nurse, Child Study Team are available.
Yes. ESS, school counselors, Child Study Team are available.
Yes. From personal experience, the Guidance Office and School Nurse provide exceptional support
Yes. A lot of support systems. Mental health counseling. Access to individual laptops.
Yes. Church for example.
Yes. Counseling
Yes. Free and reduced lunch assistance.
Yes. Free or reduced lunch. Aid in required laptop/school fees. Counseling available to students.
Yes. School support is available to a point on which they are allowed. After information is provided yes sometimes overwhelming and follow up is lost.
Yes. Teachers and staff
Yes. There are numerous pathways for those who need support to get it.
Yes. There have been several programs set up by [redacted name], as well as programs through Ramapo College that we have been included in for emotional support. The elementary schools now have a school counselor who is fantastic. Our HSO is wonderful and budgets to assist families who may need.
Yes. We provide several resources for families struggling with mental health issues, financial issues, etc. Within our school we have a therapeutic program for students. For those who received free and reduced lunch, we support the families with funding through the BOE for field trips and special events as needed.
Yes; on line courses & programs
yes-to a degree.



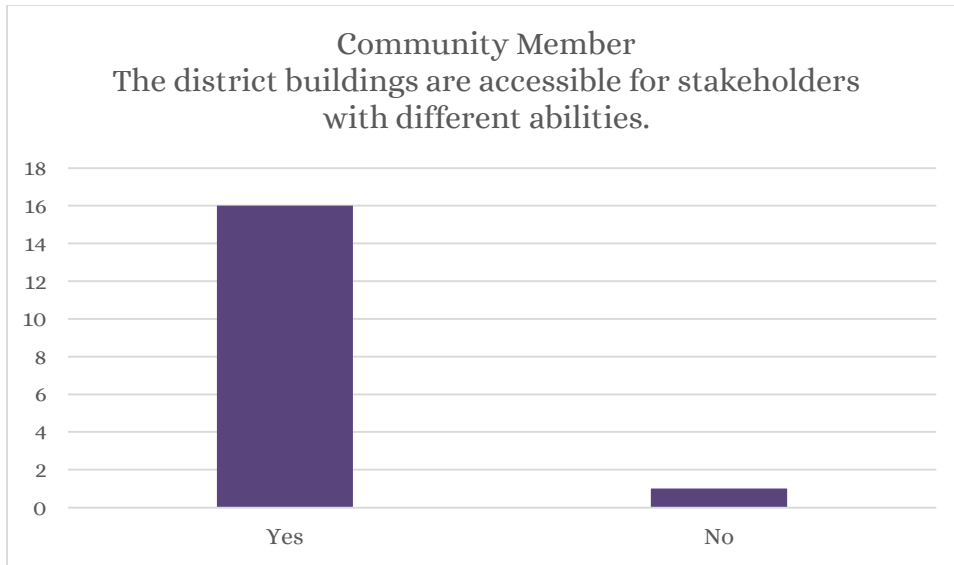


Yes	78.95%
No	21.05%

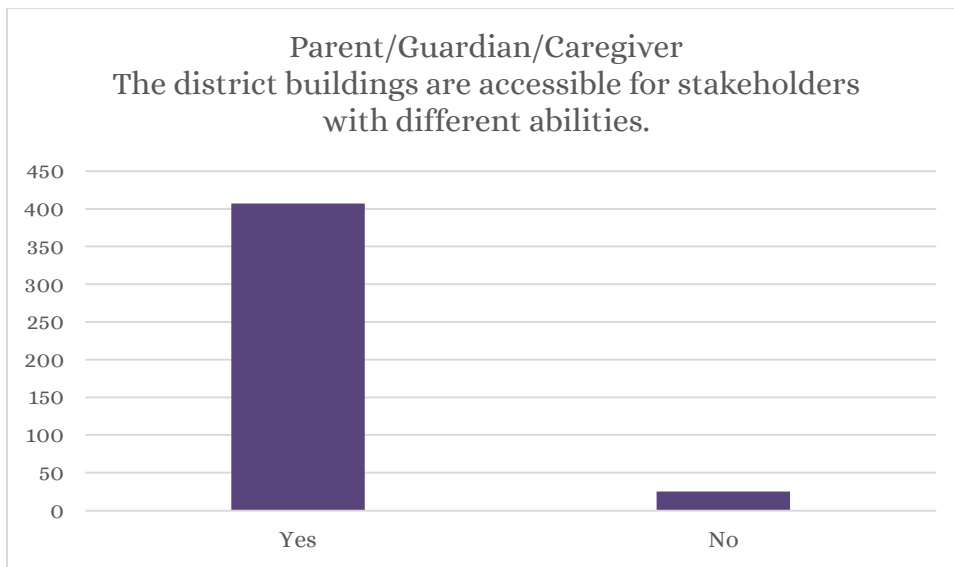


Yes	100.00%
No	0.00%



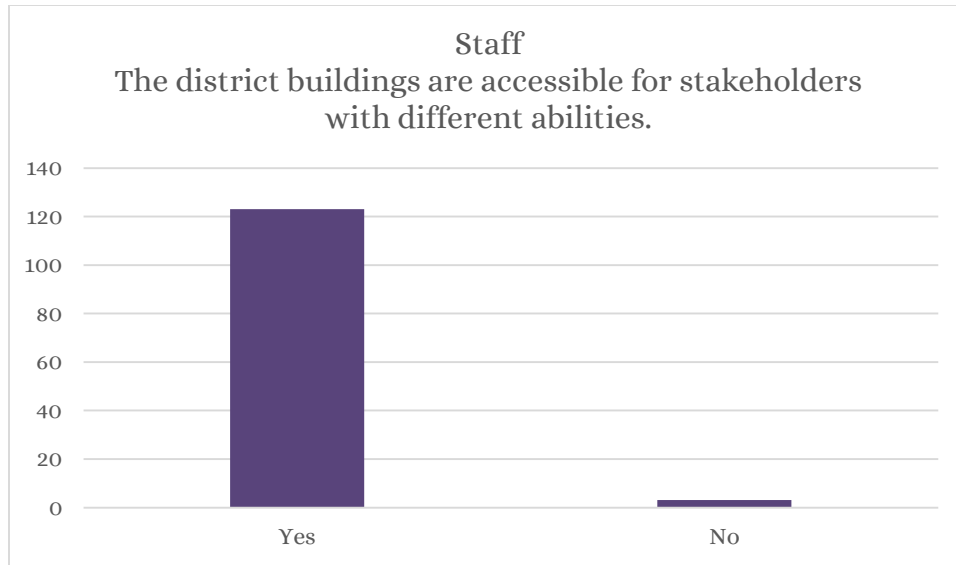


Yes	94.12%
No	5.88%



Yes	94.21%
No	5.79%





Yes	97.62%
No	2.38%

If no to the above question, please provide additional information.
Again, largely anecdotal - I have not had to secure special access but as far as I have been able to observe it would seem that [redacted school name] is accessible for people with different abilities.
Bad question - I don't know should be an option
But accommodations are being made as needed when discovered issues of accessibility.
Could always be better though - needs to be updated
Could be better however. Handicap accessible is not the same as handicap friendly.
Depends on what you mean by "stakeholders and "abilities."
Doors aren't always handicap friendly.
Example- no flashing emergency lights in classroom for deaf students, not all rooms have telephone for emergency communications
I am not sure because I am able-bodied, so I can't comment on the experiences of people with limitations.
I am not sure but don't have any personal limitations so might not notice
I answered yes because there was no option for I don't know! I am able-bodied and it seems ok but I don't pay that much attention.
I believe emotional support is needed
I do not have different abilities, so it is not fair for me to assess whether the building is accessible for people with different abilities.
I do not know
I don't feel I know enough to answer this but I know [redacted school name] had no access for wheelchairs and this was brought to the attention of the school
I don't know was not an option.
I don't understand this question.
I don't doubt or deny the school's efforts to engage our diverse community, but the participation is typically the same sub-group of families.
I don't have a solve for this, but I feel that it could be overwhelming for some families to participate. There is ALOT of information and it's not always clear what is where or how people can participate. As a pretty actively engaged parent, I still have to make the choice to act locally (school level rather



<p>than district level). To answer the above question, I don't know where the district building is or why I would need to access it.</p>
<p>I don't have different abilities, so it's not a fair assessment for me to say whether the schools are equipped for different abilities.</p>
<p>I feel that we are NOT welcome in the school. The principal has sent messages that discourage parents from questioning teachers. Teachers are not always correct. They are human, and some are very in inexperienced.</p>
<p>I remember many staircases and not many elevators.</p>
<p>If the elevator or is broken, there could be issues for students and staff.</p>
<p>If you are referring to handicap accessibility and wheelchair access, [redacted school name] has entrances for this.</p>
<p>It seems that kids that are smart (G&T) and the kids at the bottom get the support that they need, however, kids that are just average don't have the same level of support as those groups. If feels as if these kids, have to seek out the support on their own, b/c they are in the middle.</p>
<p>It's unclear what you're asking.</p>
<p>Just feel, that if Mahwah Schools has AP, Honors and regular classes in high school, there should be something for younger students and if students are in "regular classes" for one subject can be put in honors for other etc. This would allow students to get help when needed so to speak and be on their level in general for classes.</p>
<p>Look at the middle school Instagram. That's proof How many times do you see the face of an Asian kids? They don't want to share equity. doing publicity for soccer kids. I don't even see Asian kids who are acting as school representatives in Bergen County. (band & chorus) no high school. only middle</p>
<p>Mahwah not equipped to handle those with special needs, best solution is private dedicated professional schools that can handle each uniqueness to thrive vs attempting to integrate with no success as well as getting picked on or not invited to any after school activities.</p>
<p>Not all spaces are wheel chair accessible, not all restrooms are updated for gender identity, etc.</p>
<p>The district has decided to ignore the risks of covid to high risk families and refuses to put any protections in place. Classrooms and school events are not safe of welcoming because of the risk. Communication ignores or at times is hostile to the concerns of families who don't want their children constantly exposed.</p>
<p>There is a disabled student at [redacted school name] in a wheelchair; I'm continuously shocked at how many physical barriers I can see for her just as an observer; including an annual walk a thon that's held...on uphill grass around the school.</p>
<p>When we were told to pick up documents (makeup work for an ill student) on the office counter, we were not allowed to. He ended up suffering consequences because his makeup work was not completed on time. The work was sitting on the counter with his name on it and the teacher asked why we didn't pick it up. Well, we tried but were denied.</p>
<p>While I answered yes, I do believe that more can be done to make the buildings more accessible. From what I remember of the various buildings I was in, there were some aspects of the building that allowed for physical accessibility, but it would be more burdensome for someone who needed to use an elevator to navigate versus someone who would be able to use the stairs. It seemed like the minimum was met to ensure physical accessibility, but more can be done to further ensure accessibility and make the environment more inclusive.</p>
<p>Wouldn't know what that even entails</p>



Section 2 Comments:
Again, I think these questions are a bit too broad for individual parents to accurately answer.
As a former teacher, Girl Scout leader, former HSO president I have never felt wanted or encouraged to participate in my child’s education in Mahwah. It has always been a fight to push my way in for a “seat at the table”. The district makes it difficult for groups like scouts to use district buildings in an efficient way for the best of the students. Only certain groups of select people are sought after to be stakeholders and participate in their child’s learning.
As a supervisor, I receive many of the communications that are sent home, but am not part of the team that decides to who, how, and what is communicated. There was a time when we were sending out district emails for each of the month's and the focus of that month aligned with themes like Women's History month and Black History month, I have not seen any communications like that this year.
I am periphery to the "activities side" of school so I can't say for sure what happens. I can say that most people have good intentions. But again, I am open to seeing what we can fix.
[Redacted school name] is wheelchair accessible. A child with severe learning disability has a personal 1 on 1 in classroom aid. Mahwah is excellent at increasing services as needed. If they are missing something they "go get it" asap.
Communication for activity engagement far exceeds that for education engagement
Consider rewording some of these questions. Are you asking an individual to provide feedback on multiple family dynamics? Of other families? My own? Do I think the communication is inclusive of cultures, family structure, family types other than my own? “Family dynamics,” without a definition as to the information you are attempting to collect, is unclear/irrelevant.
district should teach families about criteria for academic awards, such as honors. we did not know initially and my daughter missed high honor roll in [redacted grade level] by a point. now that we know the criteria she is a high-honor roll student
Family isn’t involved at all in my 2.5 years experience at [redacted school name].
I agree with the need to foster student independence in [redacted school name] so i understand the lack of responsiveness to parents. But I cant say I feel involved or personally welcomed by the school other than HSO calls for volunteers (which i have admittedly had no time for bc of work). The district though has involved me in various committees in the past during Covid even though I am not one of the active HSO participants so very much appreciate that.
I answered sometimes because it is my understanding that parents did not have a say in the state mandated revisions to the sex education component of the curriculum. It is also my understanding that it was not sent for review to parents before it was put in place in the classroom. I am against this for a subject that is extremely sensitive and entwined with religious and cultural beliefs.
I believe there are ramps for access
I can speak to my own involvement and the communication I see sent home but am limited to that information.
I do hope that the District continues sending Diversity month emails they did under the Interim Superintendent. It was reassuring to hear that they were not afraid to support students of all backgrounds and direct us to resources. As for parental involvement, I like that they instituted remote access to HSO meetings. For whatever reason though (COVID maybe?), I feel like there's been less effort to involve and inform parents so feel a stronger disconnect than I did in the past.
I don't live in town
I feel as though often times a select few, usually the same parents, are selected to participate in various organizations.
I feel like Mahwah is trying. Is it 'there' yet? No, not even close, but ears are open and for the most part administrators are receptive and want to help. I do take issue that at the school level it seems not all of those goals being set by the administration are being instituted or met. And I can't speak for how girls are handled or received but I am pretty vocal that with two boys in the district there is most



<p>definitely a boy problem. Are they sometimes loud and boisterous? Absolutely. Are some girls? Absolutely. Do we have different parameters and retribution for each? Absolutely.</p>
<p>I feel like the district can be inclusive but there are a lot of walls up to make it easy to participate in some of the programs. For example I have signed up for the mentor programs and called the school a few times with different ideas and never heard back. More specifically I wanted to talk to [redacted name] about bringing disc golf to the school since the only course around is in Mahwah and it is a great opportunity to get the kids out and grow the sport.</p>
<p>I have one son that has graduated and another currently in [redacted school name]. Both have friends of various races and religions. They all get along and are very supportive of each other. They both entered the school system from a small private jewish school. They immediately made friends and were accepted without question. They have not experienced any sort of discrimination. They have expressed the fact that all of the students are treated the same way in the classroom and everyone has a chance to participate.</p>
<p>I participate in district/community when I can. I am sent communications regarding district/community events but it is difficult to participate in them as I do not live in Mahwah. I do know families are encouraged to participate in both community and district.</p>
<p>If there are financial programs for students teachers should be made aware.</p>
<p>I'm not sure how as a community member and previous parent to be included or feel included to participate in what's happening. I did attend the HS musical 😊. Haven't toured the Steam Bldg - Is the school arts programs embracing AI arts?</p>
<p>It is hard at times to find a way to get involved in schools. Because of how the schools are started at the elementary level (segregating students who live in condos and townhouses into one school), it feels like those in single family home with perceived higher socioeconomic status are the ones who lead all school events, HSOs etc. I find at times the people in leadership positions for parents choose "their people" instead of branching out to others who may want to get involved but feel looked over.</p>
<p>It would be helpful if there was more bilingual staff and sent communication in Spanish or other languages.</p>
<p>It's the law they have to.</p>
<p>I've seen a great deal of growth in our efforts to engage different sub-populations in developing and executing a shared vision.</p>
<p>Kids need to know that they can be heard. They need to feel safe from retaliation without the consequence of being viewed as a tattletale or a rat.</p>
<p>Mahwah is diverse and I always felt welcomed.</p>
<p>Most district communication around "the holidays" is based on Christian holidays, their timing, etc. Not everyone is Christian in our district, and the district is clueless that they are only considering the Christian calendar, holidays.</p>
<p>My children graduated from Mahwah school system several years ago and I am not familiar with current climate.</p>
<p>Our guidance dept needs to meet with our children every year. Not just junior year for college discussion.</p>
<p>Questions are vague</p>
<p>Regarding your questions on school & district communications, I am confused. Are there other communications that I am not receiving since my family is a deemed "the oppressor" by critical race theory standards?</p>
<p>Teach love and respect - everything else will fall into place</p>
<p>The available answers don't seem to fit the questions about participating or collaborating with the school or district. IE- if there is one opportunity for collaboration and you want to know if people have heard about it, you might want to ask just that. Always encouraged to be collaborating? Never? Not sure how parents should answer this one.</p>
<p>The board needs to be completely transparent with the community.</p>



The schools try to hard to cater to every feeling. School used to be simple. Some of what goes on in the school now, especially with the new health curriculums and teaching about sexual identity and gender roles makes things so much more confusing and complicated for kids and families

The socioeconomic lines of the elementary school are certainly not at all equal

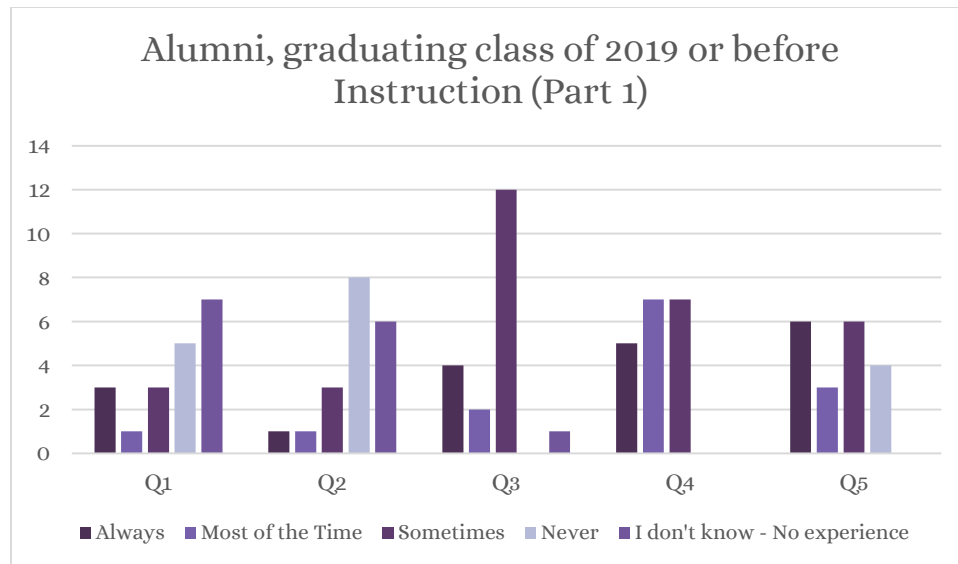
There are way too many students walking around with anxiety, depression, eating disorders, etc. I feel that the district is not equipped to address this. Teachers are too concerned with getting through the course material and incur rigid penalties at the expense of student wellness.

These children need more mental health resources added into school that can be used by the teachers everyday!

To the best of my knowledge, the Mahwah School District serves ALL its students equally.

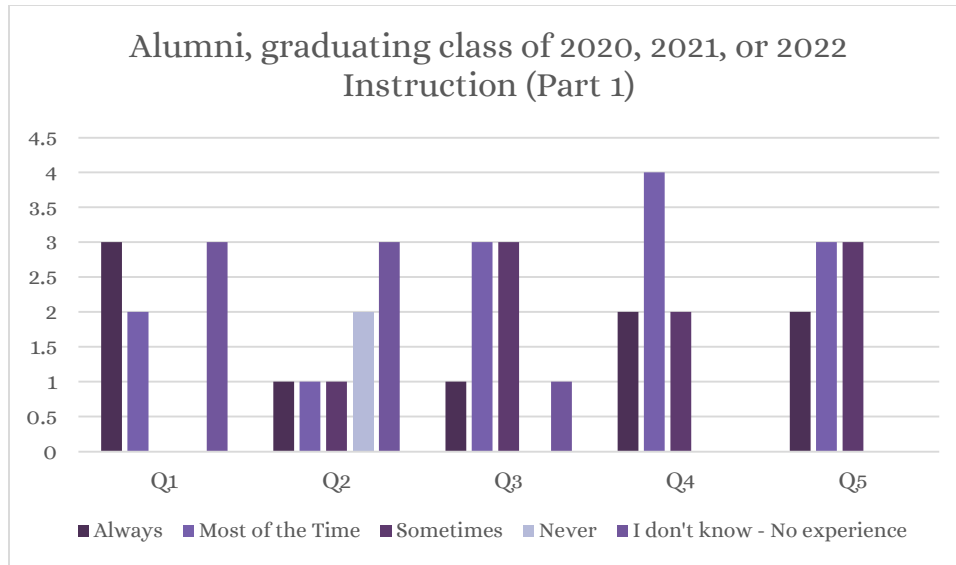
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.

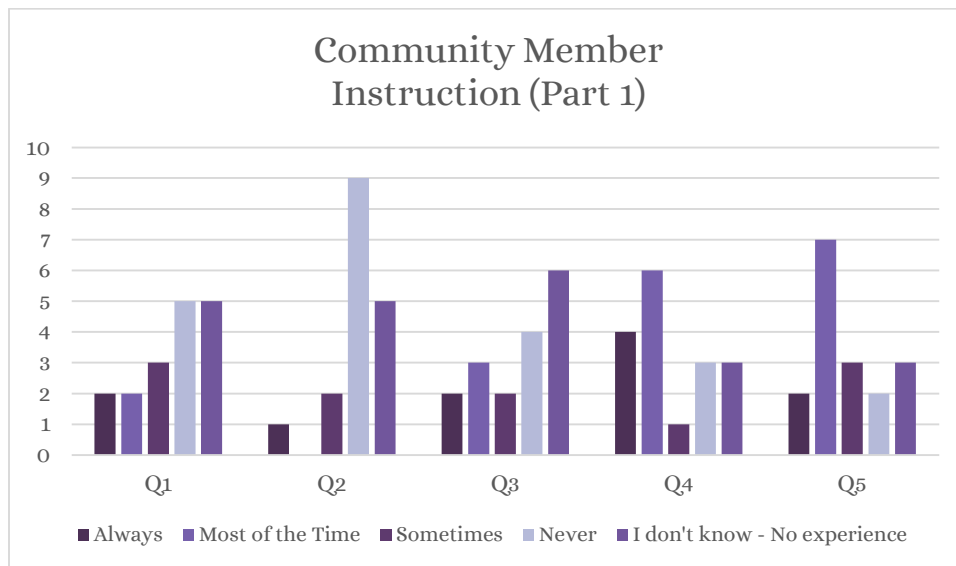


	Q1	Q2	Q3	Q4	Q5
Always	15.79%	5.26%	21.05%	26.32%	31.58%
Most of the Time	5.26%	5.26%	10.53%	36.84%	15.79%
Sometimes	15.79%	15.79%	63.16%	36.84%	31.58%
Never	26.32%	42.11%	0.00%	0.00%	21.05%
I don't know - No experience	36.84%	31.58%	5.26%	0.00%	0.00%



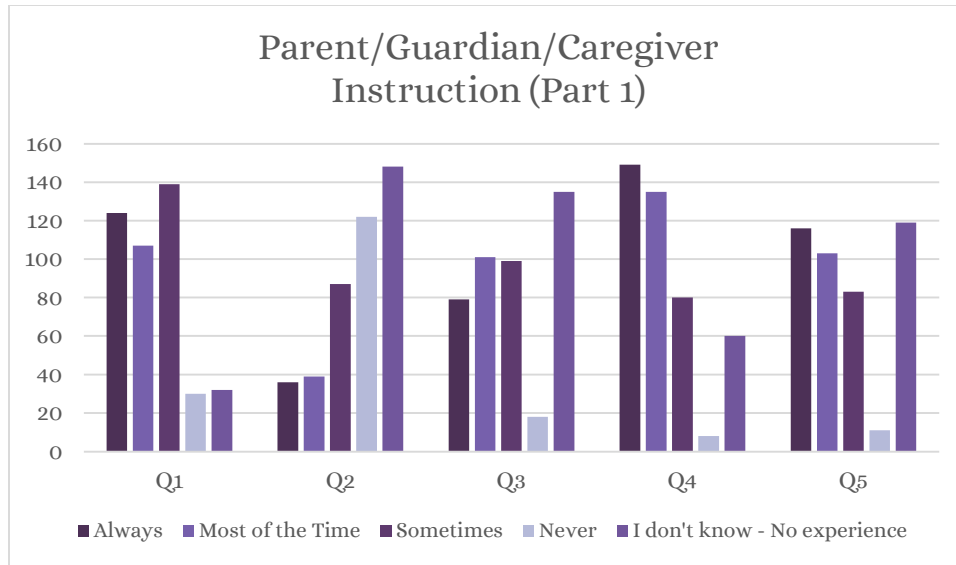


	Q1	Q2	Q3	Q4	Q5
Always	37.50%	12.50%	12.50%	25.00%	25.00%
Most of the Time	25.00%	12.50%	37.50%	50.00%	37.50%
Sometimes	0.00%	12.50%	37.50%	25.00%	37.50%
Never	0.00%	25.00%	0.00%	0.00%	0.00%
I don't know - No experience	37.50%	37.50%	12.50%	0.00%	0.00%

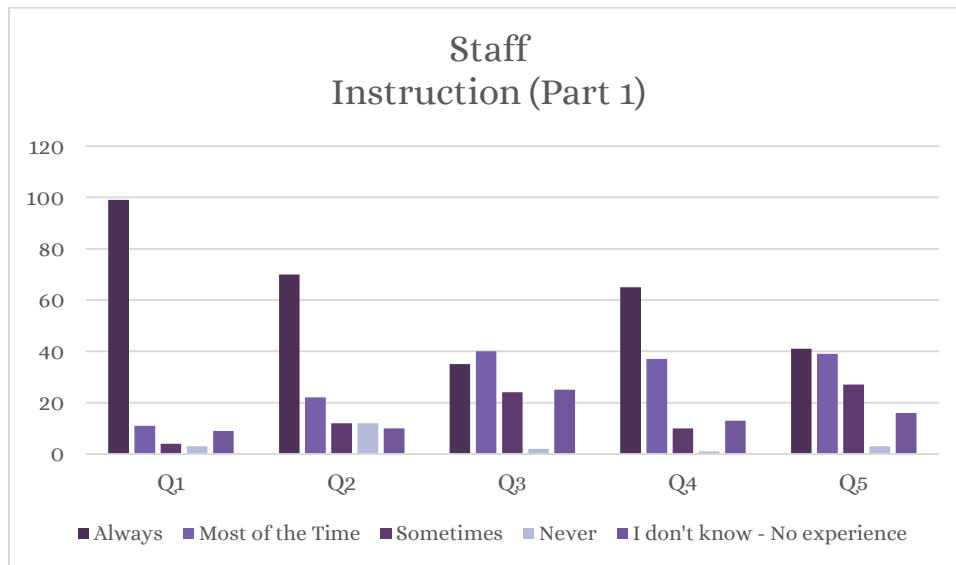


	Q1	Q2	Q3	Q4	Q5
Always	11.76%	5.88%	11.76%	23.53%	11.76%
Most of the Time	11.76%	0.00%	17.65%	35.29%	41.18%
Sometimes	17.65%	11.76%	11.76%	5.88%	17.65%
Never	29.41%	52.94%	23.53%	17.65%	11.76%
I don't know - No experience	29.41%	29.41%	35.29%	17.65%	17.65%





	Q1	Q2	Q3	Q4	Q5
Always	28.70%	8.33%	18.29%	34.49%	26.85%
Most of the Time	24.77%	9.03%	23.38%	31.25%	23.84%
Sometimes	32.18%	20.14%	22.92%	18.52%	19.21%
Never	6.94%	28.24%	4.17%	1.85%	2.55%
I don't know - No experience	7.41%	34.26%	31.25%	13.89%	27.55%

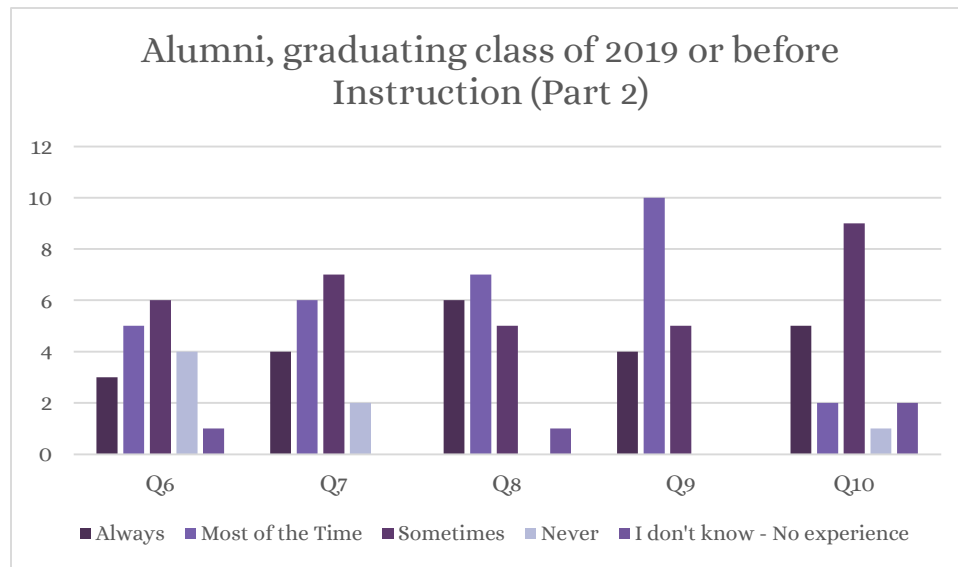


	Q1	Q2	Q3	Q4	Q5
Always	28.70%	8.33%	18.29%	34.49%	26.85%
Most of the Time	24.77%	9.03%	23.38%	31.25%	23.84%
Sometimes	32.18%	20.14%	22.92%	18.52%	19.21%
Never	6.94%	28.24%	4.17%	1.85%	2.55%
I don't know - No experience	7.41%	34.26%	31.25%	13.89%	27.55%



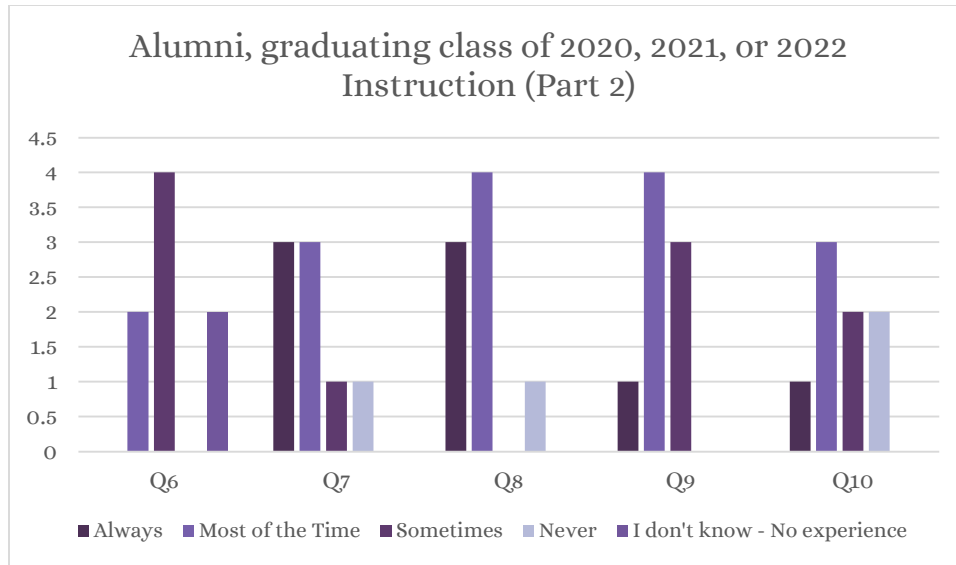
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.

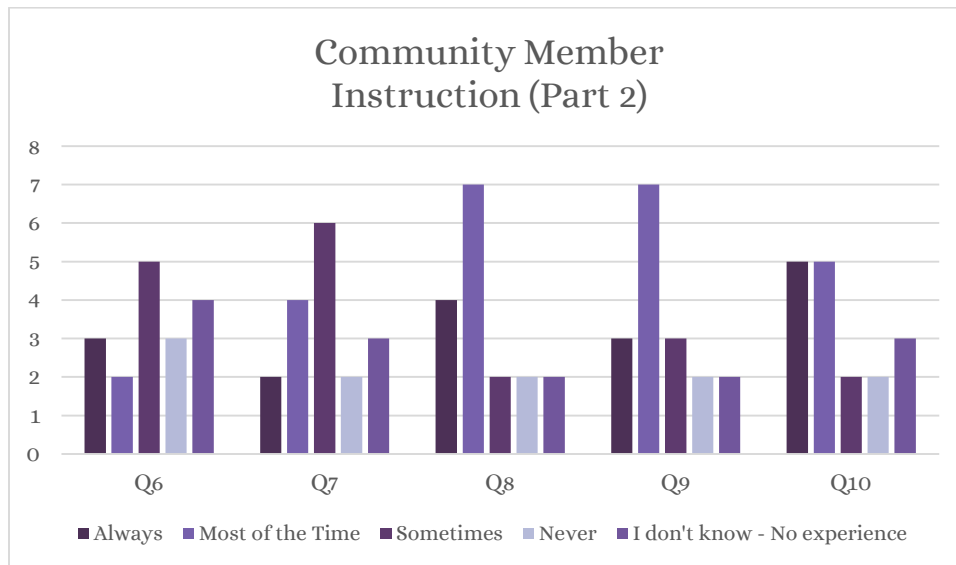


	Q6	Q7	Q8	Q9	Q10
Always	15.79%	21.05%	31.58%	21.05%	26.32%
Most of the Time	26.32%	31.58%	36.84%	52.63%	10.53%
Sometimes	31.58%	36.84%	26.32%	26.32%	47.37%
Never	21.05%	10.53%	0.00%	0.00%	5.26%
I don't know - No experience	5.26%	0.00%	5.26%	0.00%	10.53%



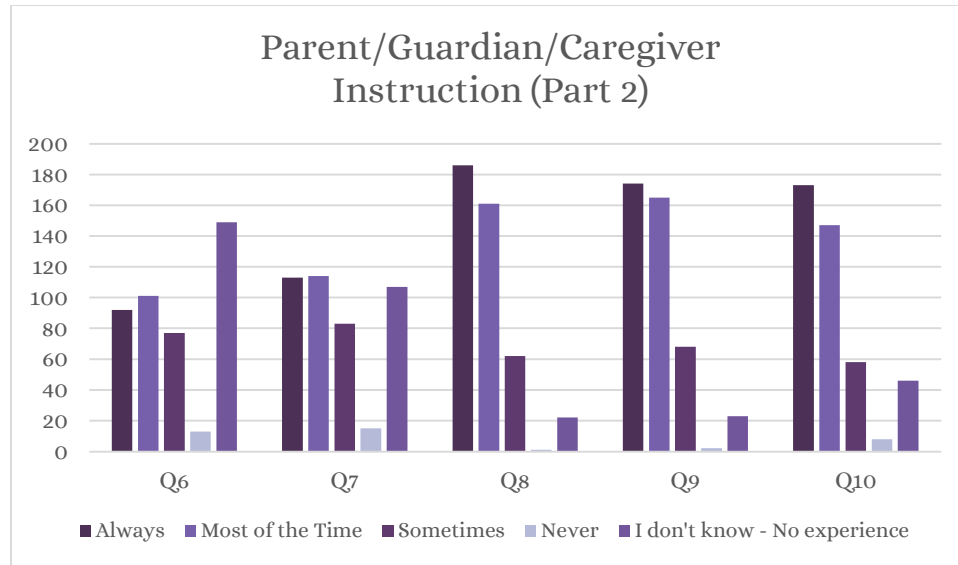


	Q6	Q7	Q8	Q9	Q10
Always	0.00%	37.50%	37.50%	12.50%	12.50%
Most of the Time	25.00%	37.50%	50.00%	50.00%	37.50%
Sometimes	50.00%	12.50%	0.00%	37.50%	25.00%
Never	0.00%	12.50%	12.50%	0.00%	25.00%
I don't know - No experience	25.00%	0.00%	0.00%	0.00%	0.00%

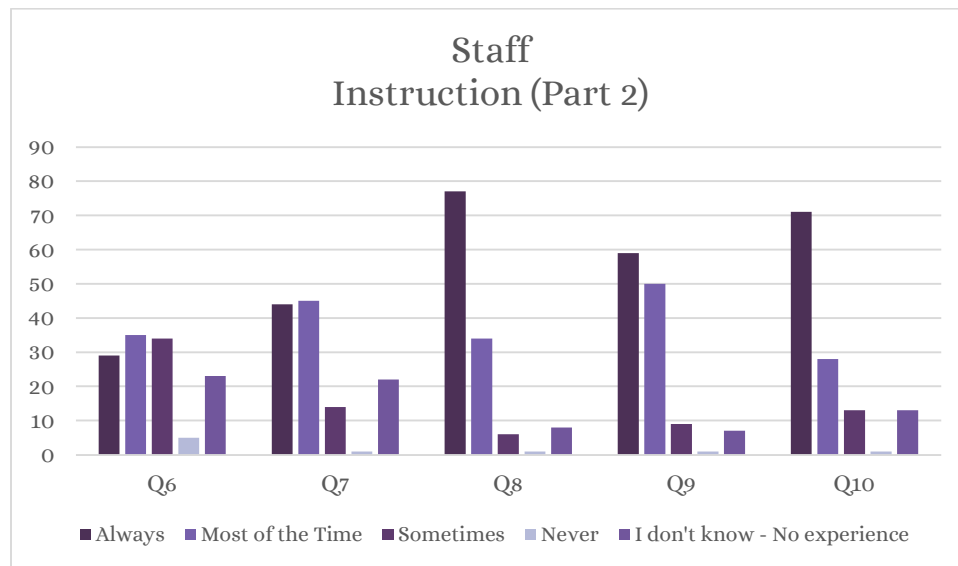


	Q6	Q7	Q8	Q9	Q10
Always	17.65%	11.76%	23.53%	17.65%	29.41%
Most of the Time	11.76%	23.53%	41.18%	41.18%	29.41%
Sometimes	29.41%	35.29%	11.76%	17.65%	11.76%
Never	17.65%	11.76%	11.76%	11.76%	11.76%
I don't know - No experience	23.53%	17.65%	11.76%	11.76%	17.65%





	Q6	Q7	Q8	Q9	Q10
Always	21.30%	26.16%	43.06%	40.28%	40.05%
Most of the Time	23.38%	26.39%	37.27%	38.19%	34.03%
Sometimes	17.82%	19.21%	14.35%	15.74%	13.43%
Never	3.01%	3.47%	0.23%	0.46%	1.85%
I don't know - No experience	34.49%	24.77%	5.09%	5.32%	10.65%



	Q6	Q7	Q8	Q9	Q10
Always	23.02%	34.92%	61.11%	46.83%	56.35%
Most of the Time	27.78%	35.71%	26.98%	39.68%	22.22%
Sometimes	26.98%	11.11%	4.76%	7.14%	10.32%
Never	3.97%	0.79%	0.79%	0.79%	0.79%
I don't know - No experience	18.25%	17.46%	6.35%	5.56%	10.32%



Section 3 Comments:

justice and injustice are concepts that are too advanced for the children in [redacted school name].

Again, most of these would be "always" prior to our singular experience this year with [redacted grade level].

Again, most of these would be better answered by the students, I think. I can only go by what my daughters have shared with me.

Again, these are difficult to answer as I have limited insight

As parents, residents and taxpayers of Mahwah, the Mahwah public school system is severely impacting children in a negative way by teaching racism, hate, diversity, equity and inclusion, as well as gender ideology, which has no place being taught in a public school system. That is an arena for parents to discuss solely with their children.

As the supervisor of [redacted department name], this is the area I am most proud of, and also believe that we have areas for growth. We are moving in the right direction, addressing all of the state mandates for inclusion like Amistad, Holocaust, AAPI, Disabilities and LGBTQ+. We do this through a civics lens, a perspectives lens, and the foundation of a multicultural democracy.

This year we have frames our [redacted school name] program through a civics lens to fulfill the civics requirement. The world geography classes start with the Declaration of Human Rights, and the U.S. History class starts with the Preamble of the Declaration and Constitution. The hope is to then use these documents to spiral through the year and keep returning to essential questions connected to these themes.

It is a work in progress. It is happening more in some classrooms than others. But I hope to continue this push as we continue to implement this new curriculum (written this past summer.)

We are also focused on civil discourse expectations so that there is room in the classroom for differing opinions and room to feel discomfort with difficult topics.

This starts as early as 6th grade and continues to the high school. We highlight the past as well as present day issues, and make connections between them and our behavior as citizens within a community.

We have a cycle course called Project Citizen where these themes are direct and overt.

I am hoping that central office has shared this curriculum with you.

Our required curriculum also naturally fits into all of these lenses - but we make a concerted effort to highlight all of this content within and beyond the standards.

If you need me to share some of the curriculum with you please just ask.

Again, I believe everyone has good intentions. I am interested to see what the community thinks.

We have done work in the past three years providing professional development with the NJ State Bar Foundation on the Amistad mandate and with Rockland Community College and Ramapo College on the Holocaust mandate. Our teachers felt this work was powerful and meaningful and have already started implementing these teachings in our classrooms.

The feedback I receive from the teachers is that they fear there is not administrative support when parents push back on these initiatives. For example, the world history students did a lesson on the hate crimes in the Asian American communities due to Covid. students did research, created pamphlets based on their research. After checking pamphlets for accuracy and appropriateness, the teachers posted them around the building. This was a common practice for other activities. A parent complained, and my teachers were asked to move the pamphlets to a bulletin board. The teacher perception of this is a lack of administrative support.

Another example is teachers are asked to document what they do for Black History month for the building. The document is shared with the entire staff. One of my teachers was excited, did a lesson connected to this request, shared it with me and the building principal. I thought it was entirely appropriate. We were redirected by the principal to only do content that was directly connected to the curriculum. The teachers perceive this to be a mixed message and a lack of support. I agree.

Teachers in [redacted school name] differentiate well, but there is always room for growth. Three of my six team members are really talented and I have been in the progress of sharing their techniques with the rest of the department.



Assessed too frequently
Children this age should not be given material where genders are ambiguous, their minds are not fully developed to understand nor is it the schools place to introduce them to topics that should be addressed by their parents in accordance to their morals and values.
Curriculum needs to be focused on academic enrichment rather than the teaching of gender identity and sexual orientation.
Do not recall and instance when students were encouraged to take action.
During my time at MHS from 2009-2013, I did not see myself in the curriculum at all. Little-to-no Asian-American history was taught. It felt like most of the history classes were taught from a white, Caucasian perspective with other groups as a footnote/glossed over.
[Redacted school name] teachers do a very good job, no major issues
Honestly, I respect all the educators and those who set the curriculum, but this survey given to the children in the elementary schools was ridiculous. Most of the questions the children didn't understand, and showed a divide among their peers rather than their similarities. I don't want my children to think they are any different than their classmates. All they know about the other kids is everyone is special and unique in their own way and everyone is equal. I feel these surveys and lessons about "equality and equity" just divide them rather than bring them together. I know a lot of this comes from the state and I don't hold anyone in the district responsible, but can we please just teach the kids math, science, arithmetic, reading, and to treat everyone kind and with respect?
How exactly as a parent would I impact curriculum? I was never invited to create curriculum. Sure I help my children with their homework and probably know more than they average parent of what my children are doing in school. As a conservative child from a family of 2 educated parents where mom is a stay at home mom and dad works, my children NEVER see themselves in material presented at school. Books being read in school as part of the curriculum always include so many "underrepresented" populations they never touch home with my children. students are only engaged with materials representing far left topics- some of which are not even considered factual like climate change and gender ideology. My daughter is far above grade level in language arts and she is not offered advanced or honors classes in language arts at the middle school level. She is not being challenged in general curriculum to work at her level.
I am disappointed that teachers fail to address verbal use of the "n-word" when spoken out loud. It appears to be minimized, or treated as "that person didn't mean it that way," or, "Its slang."
I answered that "no," I do not have impact on the curriculum. But parents should NOT be able to have an impact on the curriculum. The state of NJ sets forth standards, and the district trusts its professional teachers to transform those standards into dynamic curriculum. There is no room for parent voice in this process. I think it's ridiculous for parents to think or feel entitled to have an opportunity to change the curriculum, especially by restricting information that can/should be taught.
I can only speak for my own experiences in the classroom with curriculum and instruction. I do address concepts related to justice and injustice. Regarding growth, there are assessments regarding SGOs and NJTSS that attempt to collect data to see growth, but I don't think they show true growth. They will provide short snap shots of a students ability to read or write, but not growth as student from year to year, or as a person.
I do not feel that DEI is taught explicitly but at times embedded in lessons. Would like to see these issues addressed head-on.
I do not hear my child talk much about diversity at school. I don't see any inclusion activities by the school. The school does not have any diverse programs, activities or clubs other than a LGBTQ club. I think a LGBTQ club is great, but there should be other clubs of diversity.
I don't believe Mahwah is systemically racist, homophobic, or transphobic. I believe they give equal opportunity to all
I don't feel that I have enough information about other departments to be thorough on this section.



I don't know enough- At [redacted school name] I *Assume* that students are introduced to ideas of justice but I don't actually know if they are empowered to take action around justice, equity, diversity, and inclusion issues. If they were able to, I think that would be very helpful, especially for [redacted] students who I've heard are having some experiences that could benefit from talking about how to take action around social issues they or their friends may be experiencing.
I feel that the school does a great job communicating activities, giving parents opportunity to be involved and has a very inclusive environment and teaches different cultures. Students play well together, learn kindness, and have very supportive staff and teachers.
I find this survey about inclusion and equity is more divisive than helpful. We have raised our children to be excepting of all others, but when they share their opinions, beliefs, they are judged, almost to the point of them not speaking their mind.
I hired a Tutor and personally spent all summer teaching my kid how to read, write and do math and then when school started I turned my kid over to the school and stopped hiring a tutor and I slowed down on teaching my kid a lot myself. I figured, 9am-3pm is enough time for a little kid to "learn". Whatever the curriculum is nowadays it is spending WAY TOO MANY HOURS on things other than reading, writing, math, science. My child has REGRESSED in all those categories and is actually worse than they were when they started in September. How is that even possible I wasn't teaching my kid 9am-3pm M-F. And since they went to school they are worse in core educational concepts!!!!!!!
I know our son is always talking about collaborating on projects with other students and the pairings will always vary, not always working with the same student. Teachers always remind students that they have time set aside after school for additional help if anyone needs it.
i know the kids can get help on subjects where they are struggling but i wish they could do more for subjects that they are above grade level on
I say students are sometimes given supports rather than always because, again, the district is limited in what they can provide. Not every student who needs a paraprofessional or an IEP has one at this time. It makes me sad to see other adults needing to get involved from outside my classroom window, including administrators and even Mahwah PD, when a student needs to either be restrained or calmed to continue learning. It is seemingly unique to [redacted school name], but I'm sure the district is doing their best by all students in all buildings.
I think it's a problem that offering our students field-based experiences through our community connections are sometimes deemed "distractions" from student learning despite constant messages about promoting equity and community partnership.
I think students are often working in groups which is excellent. But, those groups are not necessarily collaborative depending on the class level.
I think the special education program needs to be modified and more accessible. More group work should be in place.
I think there should be more available for higher level students at the lower grades. There's more emphasis on helping those are behind rather than pushing those that are ahead.
If there are curriculum programs, teachings, initiatives, activities that foster any of the areas noted above as NEVER, I have not seen it or been made aware of it by school authorities. I believe this to be an area of lack and major gap that can be addressed.
In my experience, the district's approach to empowering students is exclusively to allow for shallow, tightly controlled activities that lead to no meaningful change or even honest student expression. The embarrassing mismanagement of the student response to the Parkland shooting comes to mind.
In my limited experience (8 years in the district) this is really the first time that I have been asked to comment on the curriculum, so to that end I have not had the ability to "impact" the subject. As a very busy working parent I have to make certain assumptions that the school's curriculum is in-line with the standards that the state sets forth. My wife and I always speak to our children about school, about what they are learning, but as you can imagine that feedback isn't always very detailed.



In terms of "seeing themselves" in the curriculum, I would like to ensure that different family dynamics (e.g., families comprising multigenerational households, same-sex parents, etc) are included in things like available books and examples given in schoolwork.
It has been 20+ years since I was an elementary school student. My most significant memory is being placed in ESL, even though I am an American-born child who knew how to speak English, as well as read and write in English, well before I started Kindergarten. It truly felt like I was put in ESL simply because I am of Asian descent, with parents who were immigrants. An already shy kid, being pulled out of class everyday for ESL only increased my shyness and social anxiety and did nothing to help me educationally. Missing regular class-time for ESL was more unhelpful and distracting than anything. I would suggest that when dealing with shy kids for placement (particularly those of color), to not be so quick to jump to conclusions, and have other methods of determining whether they should be in ESL.
It is impossible to provide more diversity in terms of culture, race, ethnicity, gender, etc. -- who goes to Mahwah HS is determined by zip code -- maybe expand community relations beyond Mahwah to provide more opportunities for learning about different people than those who traditionally go Mahwah HS. Likewise with a curricula that's mandated provides fewer opportunity for learning about diversity.
it would be great if the parents were informed of what books are being read aloud with the kids so we would know if they are inclusive and promote DEI principles.
It would be great to see more racially inclusive books and authors/presenters brought to the school.
It's hard to ave questionsaround academics at this point in the year
It's not easy to find the curriculum and really understand what's being taught. I don't think material is ever taught from a conservative perspective, or materials from a conservative/republican perspective are offered. Certainly, justice v. injustice is 100% from the "woke" ideology - who is to say the woke ideology is the "right" version of justice or injustice? Stop pretending Mahwah is 100% woke/liberal/Democrat. It is NOT. As for justice/DEI issues, more of the same - one can only speak up if they're on the liberal perspective, never from the conservative/republican perspective. Who's definition of justice? As for impact, input from community or parents is always disregarded.
Kids this young should not be given liberties and empowerment like our society feels they need. The adults need to be the adults not the kids. While I have an opportunity to pull my children out of the new health curriculum, the fact that I don't agree with it won't change the fact that the schools are going to teach it
Kudos for incorporating the monthly Around the World assembly programs!! My understanding is that was inspired and led by a parent though so hope it is institutionalized. Again maybe because of COVID, I have less of a sense of what's going on in terms of the curriculum. When we did American Education Week, only a handful of parents were aware they had to inform their teacher because it was buried in the principal's emails. I was lucky to find out through a friend last minute who happened to read the emails but most of the people there were HSO-active folks and more than a half of parents did not attend. Having a D&I Parent Advisory Board may help address some of the curriculum issues and institutionalization of the ARound the World program mentioned above.
Mahwah is attentive to students with needs, which it is known for and is wonderful. I worry, however, about the students not in the gifted program and not given special needs. Are they floating through or being given guidance?
Mahwah schools reported my children were performing at a median level due to standardized reports & quarterly grades. When moving to a private school that CONCENTRATES on true emotional & academic learning - they were below the median when tested at baseline. After 1 year NOT being in Mahwah schools - our children are above the higher standard median rates & improving at an increased rate. Well above what the Mahwah rates. Thank you [redacted name] for your dismissive & demeaning comments that encouraged us to get our children a much better education & life experience.
Materials and activities to improve students' emotional intelligence, morals, communication skills and art should be included in the curriculum.



More consideration should be given to kids that don't do well working in groups. For example, consider who they are grouped with, give them the option to work alone sometimes, etc.
My answers above reflect my approach in the classroom with my students.
My children build relationships based on how nice a person is, not based on what they look like. I think this approach is clean, and would prefer them not judging a person based on how they look.
My daughter says so far this year, she hasn't learned about any cultural, diversity or global issues especially related to Asian Americans like she did at [redacted school name]. Other than that, its hard to answer since I dont know whats going on at the school other than what my child tells me. As far as I know, parents dont have the opportunity to make curriculum suggestions here but maybe I missed the email or meeting?
My responses are a blend of how I approach instruction, curriculum, and extra-curriculars with my students, and what I casually observe in other subject areas.
My role as a para is limited to classroom support and I never concern myself with "impacting" curriculum but working with it and supporting teacher
Our student is reporting there is less opportunity for collaboration this year. i don't know if that is specific to their experience or if its the product of the curriculum for the grade.
Parents input on curriculum is often ignored in favor of a minority of outspoken individuals pushing for a more progressive agenda. Every time I have requested information regarding a specific curriculum or lesson I have been given a very vague answer to my question. The reality is that I have no idea what my young children are learning in school and the administration has made it impossible to find out. "Students are provided the opportunity to see themselves in the curriculum" What is this supposed to mean? My child should not 'see' herself in a math lesson, it's math. Are we talking about carrier aspirations, gender, race? [redacted comment]
Progress is assessed on report cards and conferences.
Progress reports and report cards assess students' strengths and weaknesses.
RE: Students are empowered to take action around justice, equity, diversity, and inclusion issues. These are progressive left-wing buzz words that have been encouraged by the Democratic leaders of the state. At issue is the narrative. Educators are influencing children about what these concepts look like. There is hardly any room for conservative viewpoints.
School is doing a great job.
Some of these are challenging to answer based on the grade my kids are in and lack of insight as to everyday lessons taught on social injustice, etc. my hope is this is integrated in every day learning.
Some of these questions imply that students should be taught certain concepts that the NJ school system has seemed to adopt an agenda around. Do I want my child to be taught black history? Absolutely. Do I want my child to be taught that policing is systemically racist? Nope. And if I can't trust NJ to teach the subject objectively, I have no interest in that topic being part of the curriculum.
Some teachers share more information than others and that is appreciated. Outside of some work done in class being sent home for parents to see, we feel there is not enough sharing of the curriculum and find it difficult to know what is being taught day to day in class.
Students should be learning about academics only and the families should be left to teach how they feel appropriate about any and all subject that do not deal directly with academics.
students who are regular ed and at regular pace are looked over as teachers are spending most time on classified or troubled students
Teach students how to balance a check book, how to be better parents
Teachers MUST BE aware of students with 504 plans, and honor the plan put into place.
The district teaches problematic 3-cueing strategies using balanced literacy curriculum that is outdated. At best it's a waste of time that could be spent on explicit structured literacy curriculum. At worst it teaches kids bad habits. Those from families with the means and/or education to give extra help can compensate but all students should receive high quality instruction based on the science of reading.
The full curriculum should be furnished to all parents ahead of the semester.

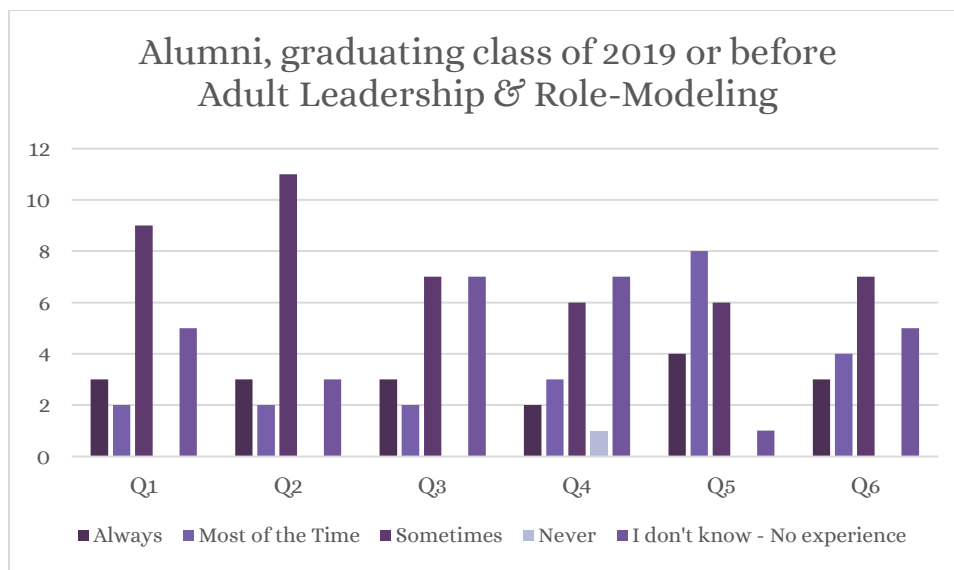


The grading system at [redacted school name] is archaic! All teachers have to use the same %. It's a terrible way to assess students. And some only have 2/3 grades a MP - That is not educationally sound. Grading at [redacted school name] is my biggest complaint with the whole system.
The history curriculum in Mahwah is white washed. Some of the founders of Mahwah were slave owners. There is a slave cemetery at Ramapough College. I am not aware of ANY attempts in Mahwah's curriculum for students to acknowledge and study this fact of history. The primary documents proving this are available at the Mahwah Museum, but this continues to be swept under the rug. Nor does Mahwah do anything that I am aware of to acknowledge the history of Native American removal from Mahwah. Students are taught basic facts about the Ramapough Lenape tribe, but little else as far as I have seen. The history of LGBTQIA Americans is similarly absent. These are two examples, but in general I have not seen any evidence that students are asked to engage with difficult questions about the history of Mahwah or America in general.
The question above is inappropriate "Students are taught concepts around justice and injustice." Who defines what injustice is? Certainly the education system is in no position to make this assessment.
The squeaky wheel gets the oil type of attention goes on in school. Advocate parents get to push agenda.
There should be more education around human rights, social justice, and structural racism especially in the US. The playing field is NOT even.
These questions are vague and difficult to answer. They seem to learn about concepts in justice and injustice in World History and makes the class difficult to understand. It should be World history which includes the concepts of justice and injustice, not justice and injustices as seen around the world.
This is all based on my experiences so it may be different now. [Redacted name], I remember being a champion of learning from others' perspectives. I still fondly remember her classes (poli sci especially) ten years later. [Redacted name] had an excellent unit on immigrants from central and South America coming to the US. I really appreciated her unit on Che Guevara too because it allowed for us to understand the political turmoil going on in much of central and South America during that time, a history often ignored in high school history curriculums. It's important to be exposed to other voices and to really know the history and impact our country has enacted on others, and continues to do today. I hope [redacted school name] teachers continue to teach, no matter what baseless accusations coming from uneducated and ignorant parties.
This is very teacher specific and I don't know a lot of the staff anymore but the ones I do know are very good with these areas.
This year has been difficult in knowing what is going on in the classroom. I am hopeful that the additions made to the 504, once implemented, will help the home-school connection. Currently, there is no regular communication to know what is being taught or done in the classroom. Homework sometimes comes home. It has been a difficult year knowing what is being taught in the classroom.
Unhappy with my childrens results on the state testing. If many kids are testing poorly, what is being done with the curriculum - is it being adjusted? I don't feel it is and I don't feel there is support for the children to improve.
We don't have access to most of this information in detail.
What happens when a student is forced in a group that doesn't care? And the parent has to argue & fight? Past experiences - don't put a worldly special Ed student with a family/other student who don't care about their grades bc they will choose a vocational school
When our children attended the Mahwah school system, staff was always pro-active, understanding and ready to assist and/or provide information.
would like to have more information about curriculum and what is taught at each grade level and semester across all subjects. also would like to have more information about enrichment opportunities.
You failed to list an option to these questions. These values should be taught at the home not by government institutions.
[redacted] pushing a narrative to justify the things you want to do



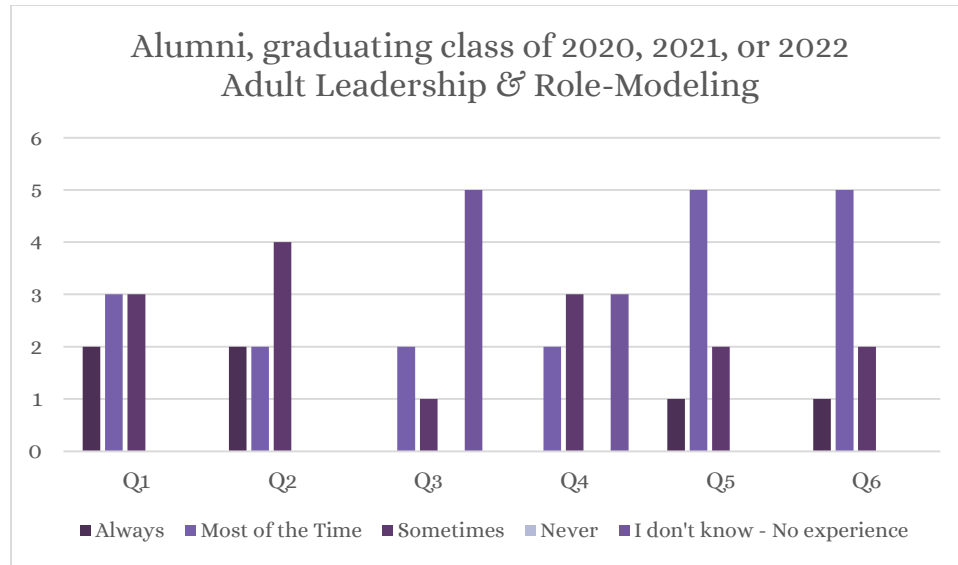
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.

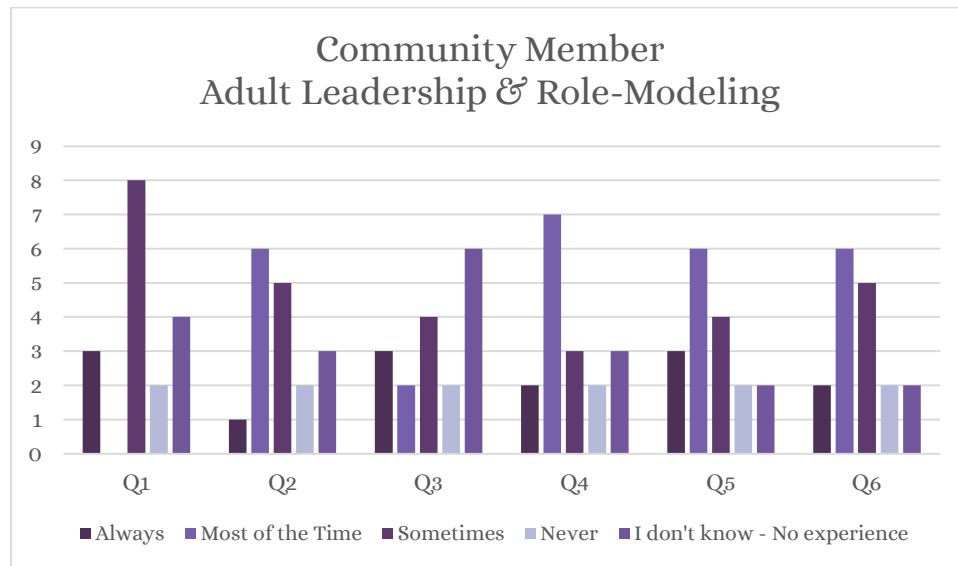


	Q1	Q2	Q3	Q4	Q5	Q6
Always	15.79%	15.79%	15.79%	10.53%	21.05%	15.79%
Most of the Time	10.53%	10.53%	10.53%	15.79%	42.11%	21.05%
Sometimes	47.37%	57.89%	36.84%	31.58%	31.58%	36.84%
Never	0.00%	0.00%	0.00%	5.26%	0.00%	0.00%
I don't know - No experience	26.32%	15.79%	36.84%	36.84%	5.26%	26.32%



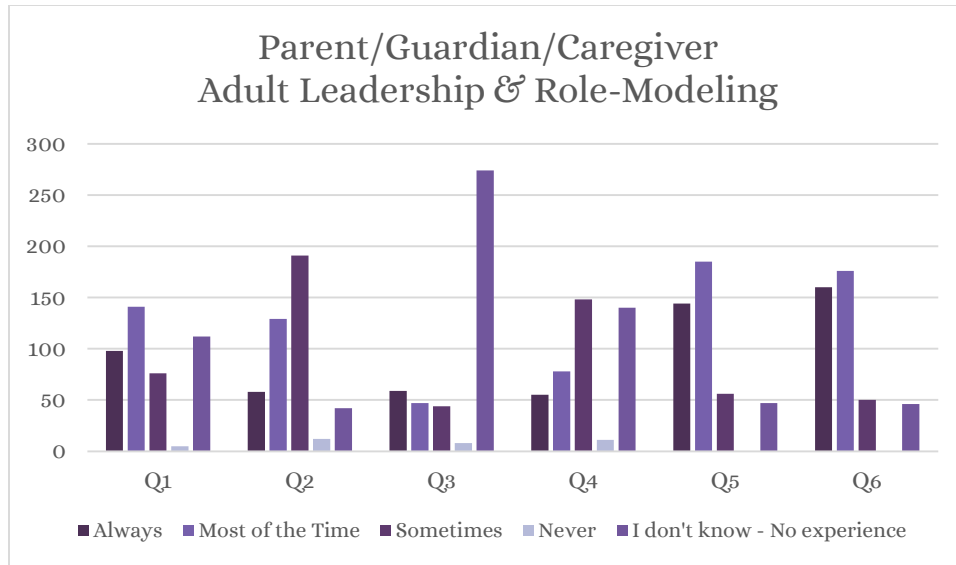


	Q1	Q2	Q3	Q4	Q5	Q6
Always	25.00%	25.00%	0.00%	0.00%	12.50%	12.50%
Most of the Time	37.50%	25.00%	25.00%	25.00%	62.50%	62.50%
Sometimes	37.50%	50.00%	12.50%	37.50%	25.00%	25.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	0.00%	62.50%	37.50%	0.00%	0.00%

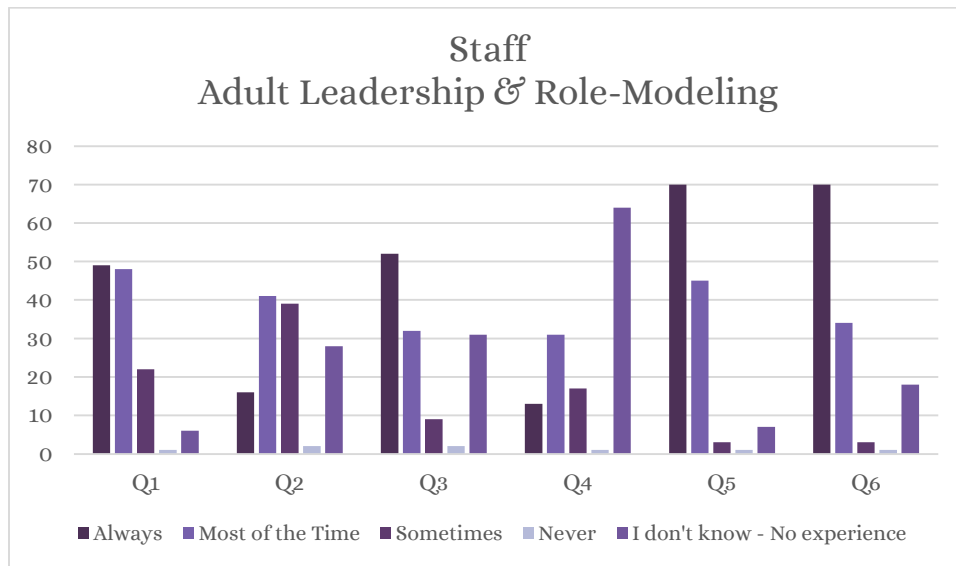


	Q1	Q2	Q3	Q4	Q5	Q6
Always	17.65%	5.88%	17.65%	11.76%	17.65%	11.76%
Most of the Time	0.00%	35.29%	11.76%	41.18%	35.29%	35.29%
Sometimes	47.06%	29.41%	23.53%	17.65%	23.53%	29.41%
Never	11.76%	11.76%	11.76%	11.76%	11.76%	11.76%
I don't know - No experience	23.53%	17.65%	35.29%	17.65%	11.76%	11.76%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	22.69%	13.43%	13.66%	12.73%	33.33%	37.04%
Most of the Time	32.64%	29.86%	10.88%	18.06%	42.82%	40.74%
Sometimes	17.59%	44.21%	10.19%	34.26%	12.96%	11.57%
Never	1.16%	2.78%	1.85%	2.55%	0.00%	0.00%
I don't know - No experience	25.93%	9.72%	63.43%	32.41%	10.88%	10.65%



	Q1	Q2	Q3	Q4	Q5	Q6
Always	51.59%	40.48%	36.51%	27.78%	31.75%	17.46%
Most of the Time	36.51%	39.68%	34.13%	30.16%	31.75%	27.78%
Sometimes	8.73%	8.73%	9.52%	24.60%	16.67%	15.87%
Never	1.59%	0.79%	0.79%	3.17%	1.59%	1.59%
I don't know - No experience	1.59%	10.32%	19.05%	14.29%	18.25%	37.30%



Section 4 Comments:

We had an issue with a student hurling some pretty profane things at my son about his religion. While the school said they were 'horrified' and would talk to this student the follow up was...absolutely nothing. No check in. No follow up with me or with my son. And when I pointed out the following year that they placed these two students together there was...a shrug. Again, no follow up. No check in. And that spoke volumes.

A member of our BOE summarized all of the Equity Audit Town Hall statements over 2 days as a "group" of people with a "narrative" that was "wrong" which he passionately disagrees with. He reduced all statements by citizen who don't think race is an issue in Mahwah as wrong, as evidenced by some raw state test number reported after the Town Halls, which to him clearly prove that we may have a race issue and that a large group of people in town simply voicing their experiences and opinions are wrong. Opinions are not "wrong." Statements, which were very varied, are not a "narrative." This is extreme bias, and he is a zero on the scale of open-mindedness. And very vocal about his bias and lack of open-mindedness. Our school community who are woke, leftist ideologues are extremely biased, very vocal, think they are always right, are never apologetic, and have zero self-awareness.

After being at many BOE meetings, I have noticed many community members who do not want to see DEI efforts and do not seem open to leaning more which is very discouraging.

Again some of these are challenging to answer as I do not have direct experience. But I would hope if there is discrimination of any kind we would all speak up.

Again, I do not have enough info about other departments to reliably assess.

Again, I do not think teachers treat students fairly when they advocate for themselves. In fact, I do not think teachers like it at all.

All people have some biases, most people will behave fairly most of the time, but some people do not. And very rarely does someone speak up about it. Kids will behave and act and speak as their parents do. I have very rarely seen or heard of another parent or teacher speaking up after hearing about (from their own child) or witnessing on the playground or bus stop another person's child who was a recipient of bias, bullying or discrimination. It's implicit bias and it takes a perceptive mind and careful detective work to "see" it.

As professional educators, we respect teachers for the job they do to prepare the next generations for their future lives.

As stated before, some staff members were very selective in enforcing rules. With that said, however, I understand they are no longer at school.

Bias is not an issue

During the past couple of years vocal parents were able to control the message and the facts were disregarded.

Every child/family is important to me and I keep administration in the loop as far as unfairness, etc

For the question do staff members speak out when they witness discrimination. It was difficult to answer as I believe we have wonderful, caring staff that would speak up if they witness discrimination however as most are part of the majority culture they are unaware when micro-aggressions happen and when they themselves are culturally insensitive. There is a tendency to minimize and excuse biases vs acknowledge and validate the real trauma a child goes through when they face stereotypes and biases. This lack of acknowledgement is also in of itself a trauma - which I know is unintended.

I am answering the community as what I would do

I am answering these questions based on my experiences and my hopes!

I am disappointed that teachers fail to address verbal use of the "n-word" when spoken out loud. It appears to be minimized, or treated as "that person didn't mean it that way," or, "Its slang." I also was appalled at an honors teacher who seems to enjoy making fun of students with different cultural upbringing/experiences, such as making fun of students who didn't have a "typical, suburban,white kid exper"

I am going to say that most people in the building have good intentions. I have not seen anyone do anything that is overtly discriminatory. But I also believe that we don't know what we don't know. After reading Malcolm Gladwell's Blink I realize that there is a lot we take for granted about implicit bias.



This for me would be a great district read to help people see what happens in the brain without us knowing it. This depersonalizes it a lot. This is what I did when I taught a contemporary issues course in my former district.
I can only assume that the teachers stand up for their students when seeing them be wronged.
I can't accurately speak to all interactions between staff/students and staff/families. I seek to treat students fairly in my classroom and address incidents of discrimination when I see them.
I do not believe that the voice of family is always heard, there is an agenda that is against family values that is being forced upon us
I don't believe most coaches treat all students fairly. All students should have the opportunity to participate in practices with encouragement to grow as a team, not disregarded due to lack of experience or work/family obligations. Coaches can bully kids and their parents and students know the sports culture and expectations. Leave the ego at the door and encourage growth and keep teaching and coaching kids to support each other.
I don't believe Mahwah is systemically racist, homophobic, or transphobic. I believe they give equal opportunity to all
I feel like certain people are given the right (green light) to share, and feel celebrated. But my children can't talk about their faith in Jesus
I have never felt that the staff was not treating our family any differently than anyone else. These are tough questions for a parent who isn't actually in the school with our kids during the day. My child has not indicated that anyone on staff has anyone treated them unfairly or inappropriately. As far as the community itself, Mahwah parents have certainly not been shy about speaking out regarding issues facing the town or our children so it would seem that this isn't an issue.
I have not come across an example of staff members treating students nor families unfairly.
I have witnessed favoritism to certain students from specific teachers first hand and do not feel it's fair to the other students.
I like to think that we are self-aware, but it's hard for me to recognize that as a part of the overwhelming majority. I'm intrigued to see what other demographics of participants share.
I think teachers have favorites and it's noticeable-but I don't think it's based on race
I think there are some adults in the community who are not open-minded. In our household we firmly believe that our children need to be open minded and treat everyone with kindness.
I think there is great room for improvement here; raising awareness, teaching and training would be wonderful!
I want to have more faith here but [redacted name] just won the BOE election on a platform of getting rid of CRT and no sex education which is horrifying.
I wouldn't know most of these questions, as I am not interacting with the teacher(s) on a daily basis. However, I would expect educators to educate without any prejudices, biases, or any preconceptions of any student. I would also hope that they would stand up to any form of discrimination.
I'm not really 100% sure what happens at school but my daughter seems to like most of the teachers. As for the parents, let's just say, some of the ones I worked with through my many HSO activities don't act like they remember me. My daughter complained the other day, many of her nonAsian [redacted] classmates [redacted] don't remember her even though we've been gone only one year. We're lucky though to have a close circle of friends.
I'm pleased by the HSO. Social media comments aren't great.
In my experience, the staff goes out of their way to be consistent and fair.
In the history of education, try as they might, teachers always have their pets and do not treat children equally. And as parents, of course we have our biases based on our socio-economic level, political, religious and cultural beliefs. Parents who support events such as drag queen story hour are hailed as open minded heroes. Those who don't think this activity has a place in town are branded homophobic or worse.
Inaccurate information rooted in Islamophobia was part of my 12th grade English curriculum, and when students politely offered the teacher a correction (offering the possibility that she meant no harm and just



honestly didn't know!) she told them told they were taking things too seriously and the correct information didn't matter. I also had to threaten to write to the assistant superintendent more than once to avoid getting marked down for lateness on assignments that I turned in on time!

Issues around diversity seem to be offensive to those who are already privileged. As a community, issues stem from close minded parents -- not the schools.

It is at times interesting to hear comments made by some of the kids in my kids classes (questions such as "why isn't there a white history month" when talking about black history month at school) and I would hope those types of questions provide opportunities for the teachers to speak more in depth about these issues that are still very much a part of society. Also, would be great to try to connect with parents whose children are asking these types of questions and help us all with more inclusivity/diversity.

It's hard for me to speak directly about student and staff interactions since I don't witness day to day activities so most of what I hear about them is from hearsay from my child or other parents. There have been some concerning remarks by other students (e.g. asking my kid if she's from China because they brought over COVID) and it doesn't seem that much is done other than telling students not to make such comments without much explanation. Mahwah's parent community in general is very split with some who are sensitive and supportive to these concerns and others who will say racist things (e.g. an active HSO parent complaining about the awful smells coming from an Indian neighbor parent's house.) A lot of this spills over to their children.

I've heard of threats of (and deployment of) silent lunches as a disciplinary action. That seems extremely insensitive to students who spend their mornings in structured learning experiences and then feel compelled to bond with their peers in one of the few unstructured times they have during the school day. That does not seem like fair treatment of the students.

[Redacted name] is gone now but no, instead of pushing forward & understanding skills set, she belittled & was mean about college & getting [redacted name] into mainstream Social studies & English. It was bc of the rotating schedule that continues to hinder class arrangement

My child has all he needs to be successful and excels academically but I believe some parents pile on and do not deal with the facts when some children struggle academically or behaviorally and that does not help. I encourage my son to leverage such opportunities to demonstrate kindness and develop leadership. As an attorney I certainly do everything in my power to help him to make rationale decisions based on facts.

My child was separated from friends at lunch for not behaving in line and was out at a table of the opposite gender (as instructed by an adult) and the adult told the students to talk about gender typical topics that would make my child feel uncomfortable. I didn't feel the need to report this and had a discussion with my child about how the adult did not handle the punishment in a mature way.

My exposure to the interactions between families/community and school is the BOE meetings or open house events.

My son has already witnessed a difference in how town athletes are treated at school versus mainstream kids. Additionally parents in town are often fearful of school teaching our children anything involving gender, sexuality etc. For goodness sake, there was a whole thread dedicated as to whether we NEEDED an equality audit. We are a very liberal family and try to see things from all angles. Additionally we are Jewish which places us in a minority religious group. We send our son to Jewish sleepaway camp that embraces "audacious hospitality" meaning any color, gender, orientation etc is welcome. He is around staff and campers ranging from heteronormative to transgender. He is aware of using appropriate pronouns and language. We feel that this exposure will prepare him for the diversity that is the real world beyond our town. I am not always sure parents in town are as open-minded, aware of their own biases and/or would speak up if they witnessed someone being discriminated. Unfortunately this trickles down to their children as well.

My son has only been in [redacted school name] for a few months. Some of the answers are based on my older son's (who is no longer at [redacted school name]) 3 years of experience there.

No one in the Mahwah school district is discriminating any particular group of people. Young children should not have to focus on "differences" from their peers or staff members but rather respecting anyone



who respects you, and loving everyone. “Treat others the way you want to be treated” is how children should be taught, we don’t believe the focus should have to be race religion or sexual orientation based.
Not all students and parents are treated fairly. Some are labeled (difficult, trouble maker, etc.)
Not knowing how your results will be presented, your questions leave a lot to be said about your knowledge of accurate data collection.
Not sure about these
Not sure that much of this is going on to a great extent. A [redacted school name] teacher (now retired) was well-known by the students for their homophobia. Parents aren't much better in Mahwah - I see a lot of bias towards different groups and it is disheartening at the intolerance and hostility. Staff members are uneven in their fair treatment of students and the students are at their mercy, which can and does affect their grades and their mental health.
Our children are not in a minority group and I don't think they've ever been discriminated against- I can't answer for any other parents or children. I HOPE that our staff treat students fairly and I EXPECT that they would speak up if they witnessed discrimination BUT I don't know if they are even aware of their own biases? I know I was not always aware of my own biases, the extensive training I have received at work has certainly helped- but staff need really good resources in order to recognize bias because it's not always obvious to all of us- especially those of us who are European-Americans and have not traditionally been trained in understanding how different other Americans' experiences can be.
School and some staff have a lot to learn regarding fairness and federal special education law
Some members of the community speak their minds but don’t speak for me.
Some parents in the community are blind to their own biases and scared of change.
Sometimes it seems that inclusivity is only preferred when it is one school of thought, but that inclusivity is not always shared with apposing views.
Specifically when teaching on Africa education must go beyond slavery and colonial discourse. It’s imperative for all students. Go beyond teaching to the test on this...
Staff have lumped all students into punishments when inappropriate and could use a separation of who is causing issues vs the whole class/grade being effected.
Staff needs to be more mindful for ALL students and not passing judgment. This has zero to do with race religion or sexual orientation and more with judging students by behaviors or how they have been mistreated.
Staff treats everyone with respect and fairly.
Students are there to learn, not to be turned into political justice seekers. They should be taught to question and think critically by learning all the facts instead of opinions held by their instructor.
Students start to experience bullying at this age. This is a critical transition period where differences are called out as being bad.
Teachers and administrators cover for each other and do not treat the students fairly as they make it look like the student is wrong and they should speak to the students with the same respect the staff is given . Teachers think they are above all and don’t realize they are setting a wrong example to the student . Fairness and respect goes both ways !!
Teachers must be aware of 504 plans and honor the plan that is in place.
The responses to these questions create a false narrative about the values of the greater Mahwah community. ALL people have biases. And, guess what life isn’t fair. Sometimes you win, sometimes you lose, and sometimes it rains. The concept of biases, when, and how to respond to them are lessons to be learnt in the home. Parental rights. If you think you or your child have been treated unfairly try to settle the matter through discussion with the administration. If you feel you are not getting a fair shake get a lawyer. The deeper I get into this survey the more I realize the questions and responses are situated to secure the services of this consultant.
The staff has been amazing in [redacted school names]!
There is a culture of silence in Mahwah which I hope this survey breaks. The lack of diversity among the staff does nothing to help, but I think the culture of silence is not primarily a product of the school system.



It is the product of a deeply entrenched social norms that whiteness, heterosexuality, Christianity, etc are normal and anything else is scary and deviant. The parents who are scared of this audit and any attempts to acknowledge that difference exists in Mahwah are the prime example.

There is favoritism with female teachers to female students. I've seen it with every teacher my son or daughter has had. Both kids are extremely nice, smart and respectful and my daughter gets favored. There is no noticeable difference in personal or academic behavior and my son seems to be forever "average" even though he excels in many areas that is tested/graded. He has a slight studder (we worked on it with a speech therapist it is barely noticable now) so that bias i think automatically makes the teacher think "this kid isn't advanced b/c he studders". Meanwhile I hired a Tutor and i teach him myself on top of school how does he not have any 4's?? Impossible. You should see his artwork it is amazing for the age level and I know as I am an artist myself. He got a 3 in art.. No way he's a 3. Just an example. He never gets a math problem wrong.. he can read and his writing is perfect.. However he gets all average whereas my daughter gets all perfects. Hmmm?

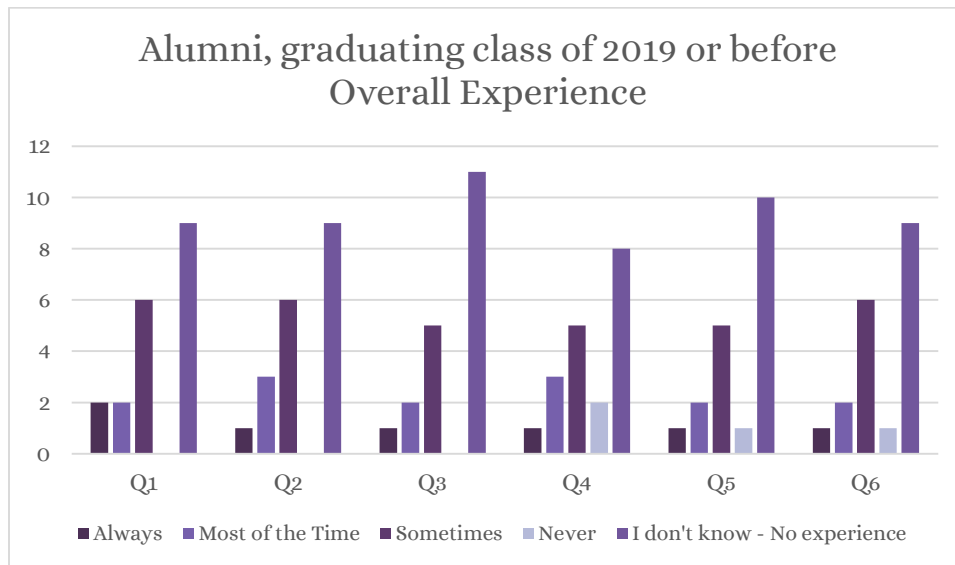
There is no research backing the existence of unconscious bias.

These questions are really terrible. People are only open minded when it comes to accepting the gender ideology being promoted by the far left. My children and I find it highly offensive and politically divisive that staff are allowed to wear pride apparel and decorate their classroom with pride flags and decorations. Would a teacher in the district be able to plaster the pro life baby feet symbol on their shirts or decorate their classroom in pro life gear? "Sexualized" content should not be celebrated in school. There is a difference between accepting people as they are and providing a stigma free learning environment and celebrating sex with young children.



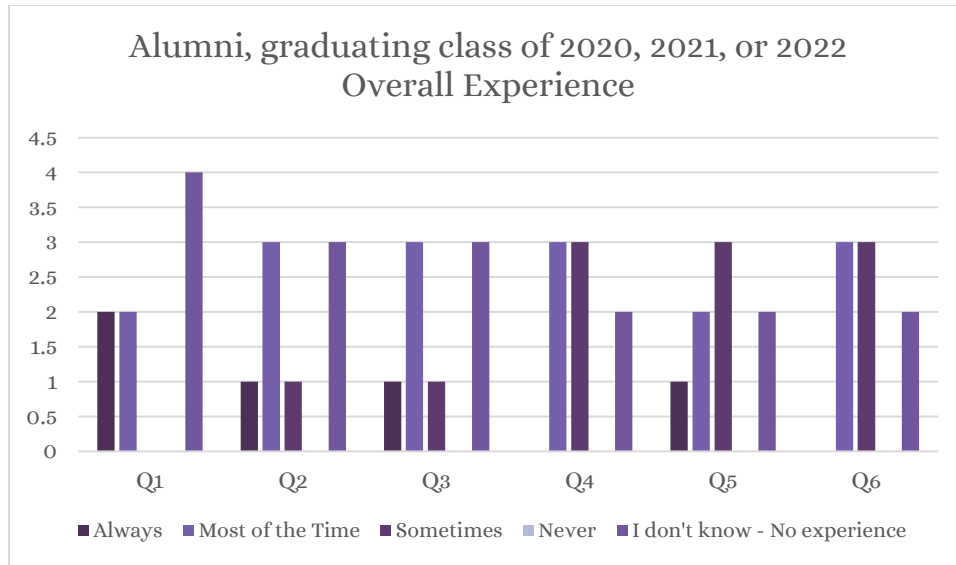
Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	10.53%	5.26%	5.26%	5.26%	5.26%	5.26%
Most of the Time	10.53%	15.79%	10.53%	15.79%	10.53%	10.53%
Sometimes	31.58%	31.58%	26.32%	26.32%	26.32%	31.58%
Never	0.00%	0.00%	0.00%	10.53%	5.26%	5.26%
I don't know - No experience	47.37%	47.37%	57.89%	42.11%	52.63%	47.37%



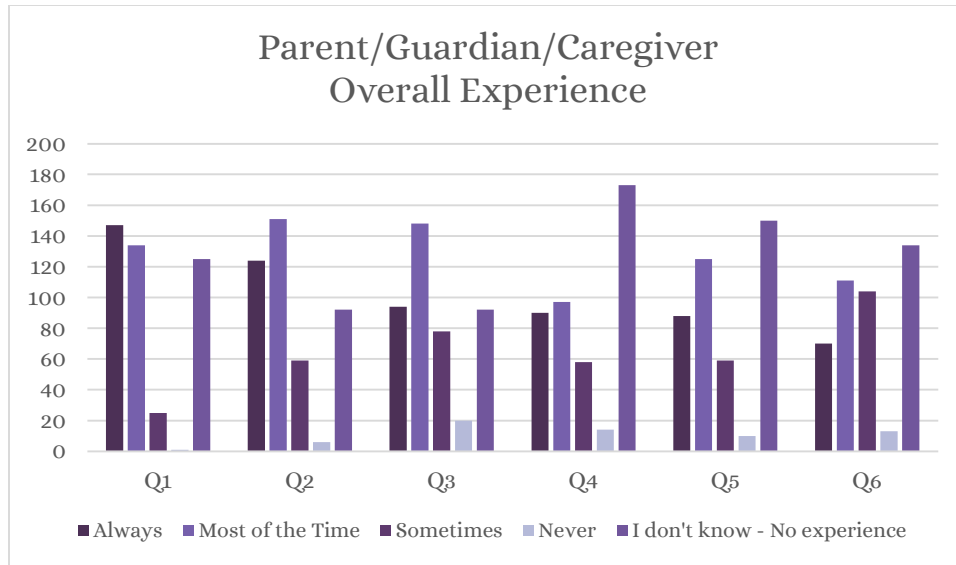


	Q1	Q2	Q3	Q4	Q5	Q6
Always	25.00%	12.50%	12.50%	0.00%	12.50%	0.00%
Most of the Time	25.00%	37.50%	37.50%	37.50%	25.00%	37.50%
Sometimes	0.00%	12.50%	12.50%	37.50%	37.50%	37.50%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	50.00%	37.50%	37.50%	25.00%	25.00%	25.00%



	Q1	Q2	Q3	Q4	Q5	Q6
Always	23.53%	23.53%	17.65%	11.76%	17.65%	11.76%
Most of the Time	41.18%	23.53%	17.65%	11.76%	5.88%	5.88%
Sometimes	5.88%	23.53%	23.53%	35.29%	41.18%	41.18%
Never	11.76%	17.65%	29.41%	11.76%	11.76%	11.76%
I don't know - No experience	17.65%	11.76%	11.76%	29.41%	23.53%	29.41%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	34.03%	28.70%	21.76%	20.83%	20.37%	16.20%
Most of the Time	31.02%	34.95%	34.26%	22.45%	28.94%	25.69%
Sometimes	5.79%	13.66%	18.06%	13.43%	13.66%	24.07%
Never	0.23%	1.39%	4.63%	3.24%	2.31%	3.01%
I don't know - No experience	28.94%	21.30%	21.30%	40.05%	34.72%	31.02%



	Q1	Q2	Q3	Q4	Q5	Q6
Always	51.59%	40.48%	36.51%	27.78%	31.75%	17.46%
Most of the Time	36.51%	39.68%	34.13%	30.16%	31.75%	27.78%
Sometimes	8.73%	8.73%	9.52%	24.60%	16.67%	15.87%
Never	1.59%	0.79%	0.79%	3.17%	1.59%	1.59%
I don't know - No experience	1.59%	10.32%	19.05%	14.29%	18.25%	37.30%



Section 5 Comments:
Admin picks and chooses who they want to target. School needs training on how to interact with students.
Again these are hard to answer. My hope is this is all happening but I'm not seeing communications that show how it's being done and the impact. I want more teaching on inclusivity and equity and diversity.
Besides CRT, there's the discrimination against women, and different abilities persons 😊
[Redacted name] is in a precarious position as a man of color in a white district he he not given the benefit of the doubt and many parents automatically make assumptions that he has an agenda which is not fair.
Equity and inclusion. Again, buzz words and a progressive narrative.
Equity is difficult to deliver. Equality should be the standard within all institutions.
Equity, diversity, and inclusion must transcend compliance and performance for the sake of compliance. Must be integral to teacher and learner experiences on an ongoing basis.
Forced learnings around inclusivity without family input
Go back to my last comment. Also the whole DEI thing is very new, not as stressed when I was in the highschool as it is now.
I am a [redacted school name] through Mahwah High School alumni/graduate. 38 years ago I had a Japanese girl i was best friends with, 2x black kids and a native American from Stag Hill in Mahwah. I was also friends with a gay kid. I can name my Indian friends. Mahwah has always been inclusive even 38 years ago. Everyone treated the same, same opportunities. If these surveys are filled out to the contrary I'd love to hear the specifics because I lived this school system. Everyone was loved and had opportunities. Its naive to think all people will push themselves to be successful in "life" that's not how it works. Humans are all similar and different. Some motivated some lazy. Some perpetually happy some sad on a sunny day. Provide them all with same opportunities and some will flourish, some will flounder. Thats what makes humans amazing. We aren't ants.. You can't force everyone to be successful they have to want it too. And help themselves be great.. Line 30 kids up and tell them to race across a field. They all will finish at different times. Same with the human brain. No two are identical.
I am seeing progress in this area.
I applaud inclusion. Inclusion is educationally sound. It's your grading system that needs an overhaul.
I do not agree with the teaching and actions the school has taken toward sexual/gender identity and gender roles. School have absolutely no right teaching subjects to children. The schools attempt to teach these subjects, that should only be taught at home, bring so much confusion to young minds.
I do not hear about anything happening at [redacted school name] that supports equity and inclusion. Therefore, I am not sure if it is being integrated into the day to day at school or otherwise.
I don't know what it's like now, but I know that when I was there, there was only one openly gay student, and he was bullied for it and teachers did nothing. I know a lot of people from my graduating class who are out now, and none of us felt safe or supported in being out at [redacted school name].
I don't believe Mahwah is systemically racist, homophobic, or transphobic. I believe they give equal opportunity to all
I find it disturbing that the BOE retained an outside company to determine if our schools are inclusive or biased. I also find it alarming that not one BOE member rejected the concept of spending [redacted] for this survey. If we have to ask if someone from outside our district if we are biased, then we are biased. [redacted]
At some point someone in the school district needs to take a stand. Focus on education first, not catering to small minority groups or influencers from outside of the district telling us what is good for our children. Who will be held responsible when this consultant finds our schools to be biased? The principals? the BOE? the teachers?
I hesitate to answer "always" but recently the school board has been taking good action to increase DEI in the schools.
i know the school is always sending emails about inclusion but i don't actually know what gets done at the classroom level. it's our first year at the school so it's still kind of new to us.



I personally think this survey was a waste of tax payer money. If you actually ask most of the students, they will tell you they are treated fairly. If there is bullying is it not based on the color or difference in a child. Lets spend our money more wisely on our kids education instead.
I see more effort from the school versus the community regarding equity/inclusion.
I think Admin tries their best given our divided community. However, I am concerned they will cave in. In the recent election, an anti-diversity candidate was elected to the BOE, which is making me rethink sending my child here if anything changes.
I think it's terrific that we are doing this. However, promoting equity and defending it are two entirely different things. Last year, a parent complained that an SEL video on community had a transgender flag visible for a second. The video was subsequently taken down and removed due to this one parent. Instances like this can't happen if we truly foster inclusivity and equal representation. As a teacher, it's difficult to feel supported in promoting this vision when we are so quick to backtrack the first sign of static from the community.
I think the Board of Education could take certain steps in inclusion when it comes to recognizing religious observances.
I think the district/Board of Ed has done a remarkable job navigating what can be a touchy subject for some people in this very divided political climate. Diversity/equity/inclusion should not be a political issue but it somehow has become one. All students should feel safe and included in their schools. All students should be celebrated for the unique qualities they bring to the student population.
I think the elementary schools are doing an excellent job of showing students the importance of equity and inclusion.
I think we could benefit greatly from explicit actions involving equity and inclusion within the community, as a whole.
I was glad to attend the rally against gun violence and the Mahwah pride event however, attendees faced harrassment from very loud protesters. Not sure if there even are any community-building events to break down these barriers. The bias is too strong to reason with them.
I will not answer these questions I much rather address them in person so I will bypass most questions
I would like to clarify that the lack of conversations about equity and inclusion in school is from the perspective of a pre-2019 alum. I do not know what the current curriculum is like, but equity and inclusion were rarely, if ever, discussed while I was a student.
I'm concerned that the town elected an individual to the Board of Education who ran on a parents-rights/anti-woke agenda. Hopefully his voice won't be heard too loudly.
Improvement opportunities in these areas would be helpful.
It would be nice to see a holiday recognizing a Hindu festival in the school calendar. Mahwah has a considerable Hindu population, and a day off to celebrate Diwali with family would be a great way to give recognition to a religion and culture, so that children can celebrate the day of their holiday, without putting it off to the weekend or having a rushed festival at the end of a long day. To my family, this would be a way for our school system to honor and respect the religion we practice at home, which would in turn further demonstrate inclusiveness.
[Redacted school name] has a reputation among the board of Ed and elsewhere as the "poor school". The teachers and faculty are amazing there but they are referring to the socioeconomic lines. There should be a redistricting where [redacted] goes to [redacted school name] and some of the townhouses go to [redacted school name].
Let's teach them to think and form their own opinions instead of what YOU think should be their opinions
Listen, the school communicates well with parents but I cannot recall if diversity and inclusion have ever been specifically called out prior to this survey. Personally, I have had no reason to question that our district is not diverse or inclusive - my kids haven't shared any examples and I haven't heard of anything specific. As far as the topic overall - my opinion is pretty straight forward; I look to the school system to provide my children with foundational education. My wife and I teach our children what is right and wrong and that includes understanding the value of diversity and being inclusive of everyone, not matter what.



I'm ok with the school addressing this at a high-level, but I cannot stress the importance of the parents in this equation. If I'm being honest...the parents probably need diversity and inclusion training, not the school staff..
Lots of parents in the district are close minded, which trickles down to their children.
Mahwah has a bad reputation now, considering the ridiculous attempt to prevent non-residents from entering public parks.
Mahwah is a great community, everyone is very inclusive, welcoming and understanding.
Mahwah is a great town full of inclusion and respect for others. Would love to keep it that way
Mahwah residents started a Community Pride celebration 2 years ago. It is well attended but last year there were protesters :(
Many of the questions on this page are out of the control of anyone in the township. When the state mandates certain curriculum, it is out of the hands of anyone in the township.
Merit should be earned, not given. Schools should spend more time on math and science than equity and inclusion, because they are creating problems for the children that they are not mature enough to make sense of and that didnt exist in the first place.
My answer to this is I believe the hiring of your consultant firm is a first step. I have always been supported in my wants and needs for my department. But I did much of my work before DEI became a hot button issue.
When we did our curricular review, I made sure to connect all of the work that we did to specific standards. The mandates for things like Amistad and AAPI are separate from the standards - more an umbrella - then specific - which works when you want to apply in an overarching way - but not if you are justify work. This connection to specific standards was out of a protectiveness of my teachers and a knowledge of the push back that we may receive from certain members of the community. But this for me is not in the spirit of inclusivity.
I have felt this questioning from parents and the administration in this building and it feels like I am defending myself rather than sharing the curricular experience for students.
Our BOE is most definitely NOT making decisions in the best interests of all students. I totally disagree with the inclusivity work the BOE is engaging in.
Perhaps I'm not very well informed on the topic, but I don't know if diversity and inclusion are normal topics at school.
Progress on the district level has been very promising far but upset to see the anti-diversity voices growing on the BOE with this last election.
Seems forced
Some of the actions by the school and community I do not agree with
Something needs to be done between the 3 lower elementary schools. [Redacted school name] is a such a disadvantage when it comes to money/donates from its parents is crazy. Plus we never get any support from the parents except to complain. We have to supplement the same things as the other two schools yet we get a quarter of the money and double the students. It's very frustrating.
Staff is diverse.
Terrible questions once again. The district and BOE talk about equity and inclusion constantly. Talk is cheap actions speak louder than words. Equity and inclusion goes beyond making sure select groups of people feel comfortable and are treated fairly. The general climate in Mahwah schools is really miserable.
The BOE, not the students and parents, decided to push more DEI curriculum and this survey is designed specifically to make a case for it. I had not heard any conversations, complaints or comments from any other parents stating that there was a need for more DEI content in the school. However I have heard many parents are strongly against including divisive content such as the anything related to social justice or DEI.
The district began the work around planning prior to the pandemic and incidents in 2020. Parents and community members spoke up and asked for things exactly like this (a district that takes all of of children into consideration and helps to make the not simply learned, but better humans in the process). The

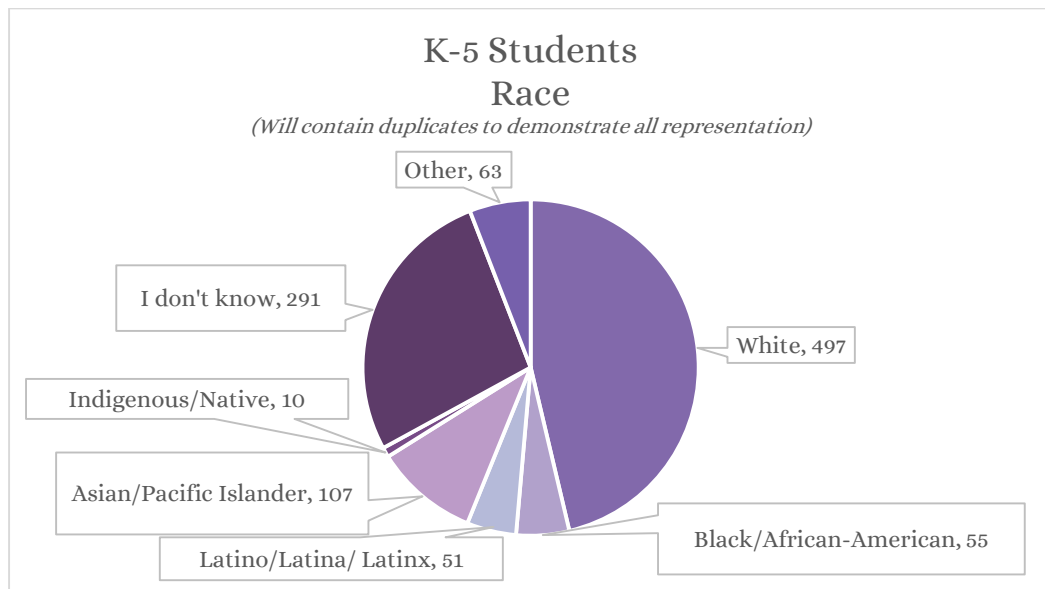
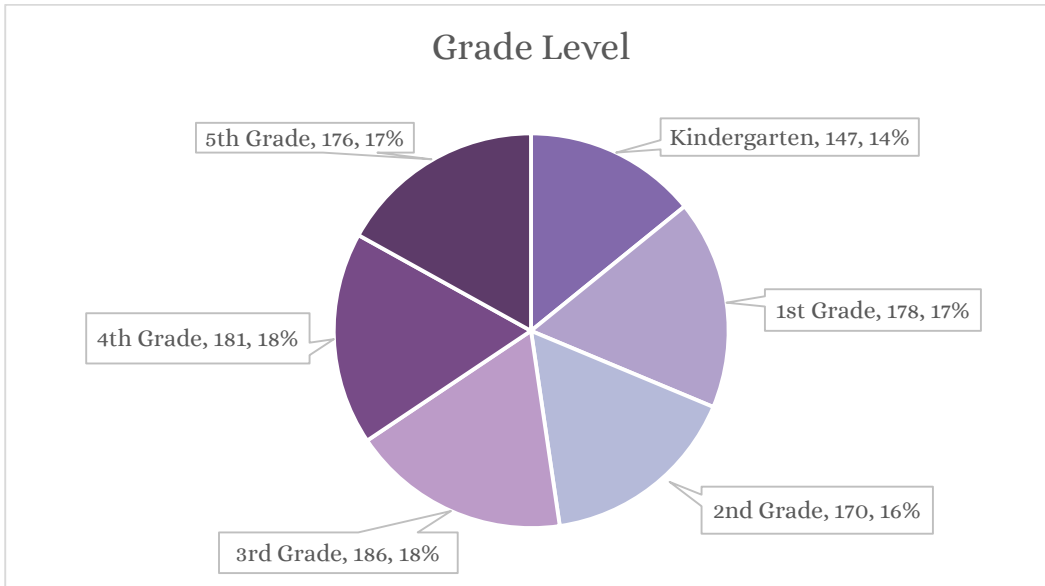


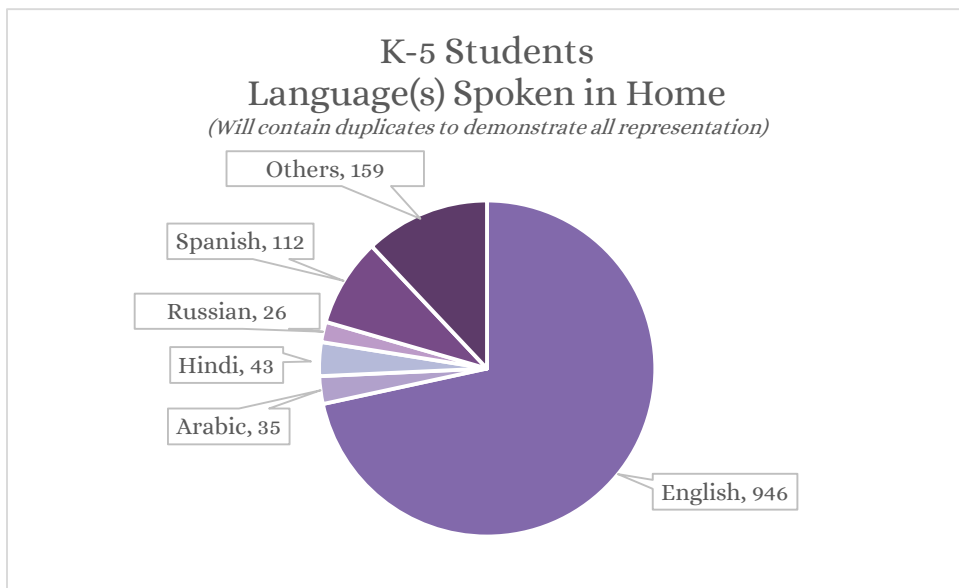
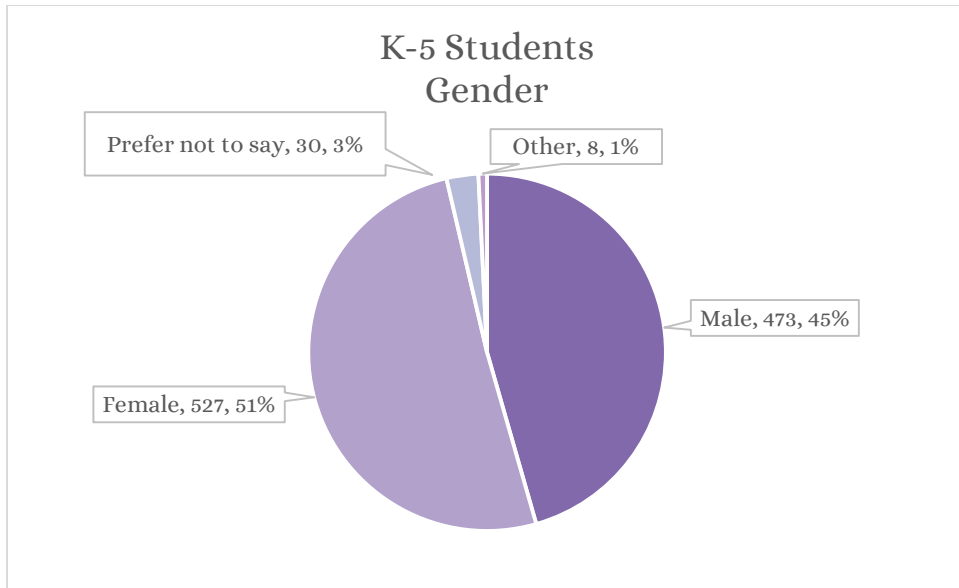
<p>district is explicitly acting on that now and I am really impressed with their conviction to do better. (PS at one of the board meeting after people complained about spending [redacted] on this, the board subsequently approved more than [redacted] on a newly paved track and bandstand without a peep from anyone. Opposition to something having to do with EQUITY and inclusion, but more than happy to pay for a few sports things.)</p>
<p>The focus on Diversity Inclusion Equity is harmful to the community and students. The “explicit actions being taken” is damaging to the district.</p>
<p>The Mahwah implementation of equity & inclusion creates the exact opposite. It is neither equitable or inclusive. You are creating a divisive community within our children & community.</p>
<p>[Redacted school name] talks a lot about kindness but the students seem to get away with being pretty mean to kids who are different in any way</p>
<p>The only time we've talked about Inclusion and Equity as a school was in preparation for this survey</p>
<p>The principal refused my child with special needs on the mainstream field trip even though the iep said nothing was needed for those situations. She nearly refused my child's attendance in the special education field trip as well but I became aware this was not ok and advocated for my child. She finally (must have picked up on some buzz words I used) and agreed that she could not prevent my child's attendance.</p>
<p>There are no available funds for our low income families towards field trips.</p>
<p>There is actually too much emphasis on this in my opinion, they focus on it so much that sometimes teachers neglect teaching the students the basics like English, math, & science.</p>
<p>There might be these conversations going on, but the faculty is not included in them, at least to my knowlledge.</p>
<p>There seems to be a hostility when it comes to conversations about equity and inclusion by many parents within the school district and I do not know why that is.</p>
<p>these inclusion discussions only occur at school board meetings, and are always politically tinged</p>
<p>This fixation on the word equity is misguided. What happened to the standard as treat all the same with love and respect as you want to be treated. That's the traditional principal that should be pushed not a twisted agenda.</p>
<p>This last question referring to the community, if that means the entire town of Mahwah, I can't answer it. I feel as a school district our job is to education all of our students is a way that best works for them in an environment where they feel safe and accepted.</p>
<p>Without mitigations against covid high risk families have to choose between risk and exclusion. School days and events are not inclusive as they put us at risk of severe illness, death, or debility. Vulnerable students have no protection beyond vaccines and 1 way masking, a burden that forces high risk families to self identify and take on the financial cost and social burden of standing out. We are powerless to improve air quality, ask the community to vaccinate/stay home/test, know when we're exposed, increase caution during outbreaks etc. Students start every day with a superspreader full school assembly packed in the gym where they talk about citizenship while practicing disregard for health and safety.</p>



Mahwah Township Public Schools Overall K-5 Student Survey

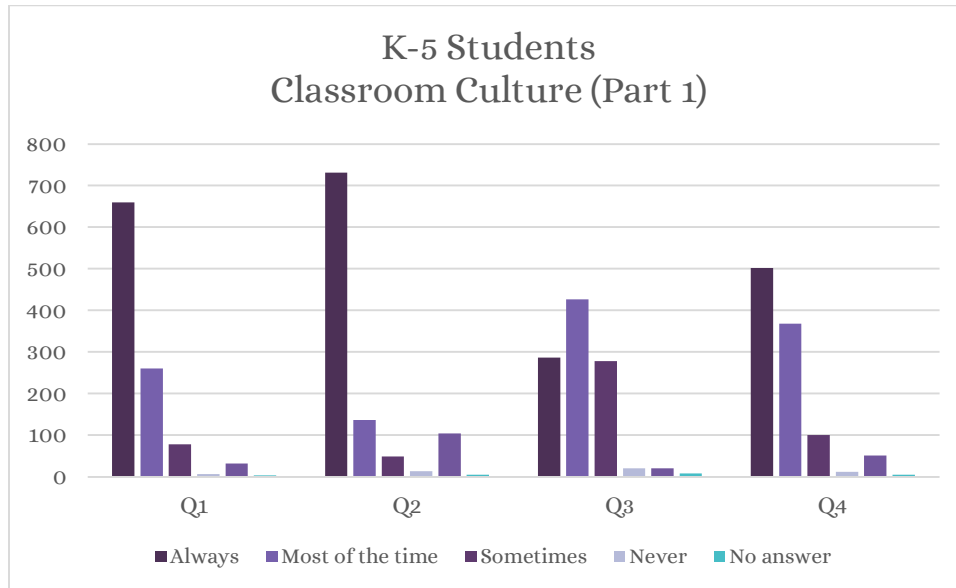
Student Survey Respondents: 1038





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Other students are nice to me.
- Q4: I do well in my classroom/school.

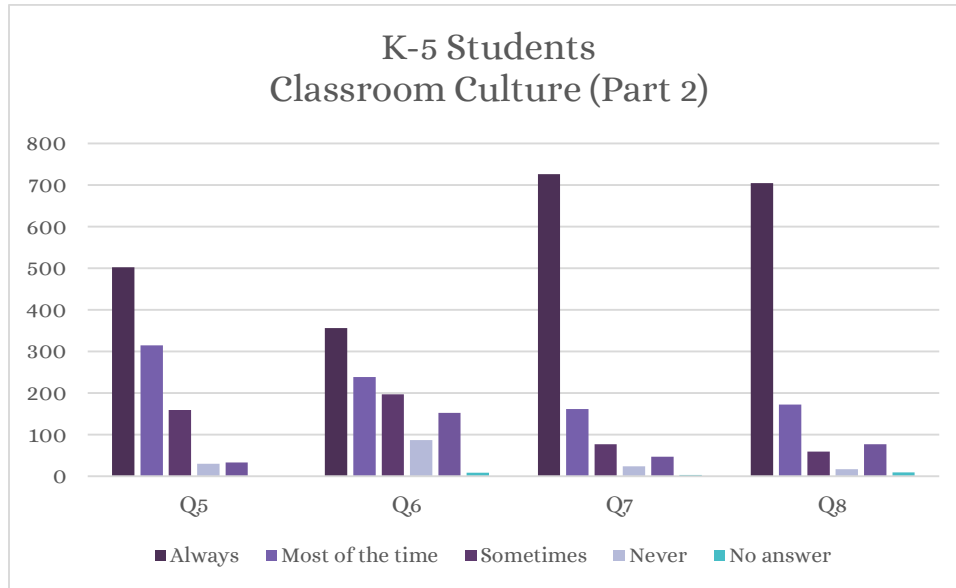


	Q1	Q2	Q3	Q4
Always	63.49%	70.42%	27.55%	48.36%
Most of the time	25.05%	13.10%	41.04%	35.45%
Sometimes	7.51%	4.72%	26.78%	9.63%
Never	0.58%	1.25%	1.93%	1.16%
I don't know	3.08%	10.02%	1.93%	4.91%
No answer	0.29%	0.48%	0.77%	0.48%



Section 1b: Classroom Culture - Questions and Responses

- Q5: I feel good about myself.
- Q6: I can share how I am feeling with other students without being made fun of.
- Q7: I am safe in my school.
- Q8: I know the school rules and what will happen if I don't follow the rules.



	Q5	Q6	Q7	Q8
Always	48.36%	34.30%	69.94%	67.82%
Most of the time	30.25%	22.93%	15.51%	16.57%
Sometimes	15.32%	18.98%	7.42%	5.68%
Never	2.89%	8.38%	2.31%	1.64%
I don't know	3.18%	14.64%	4.53%	7.42%
No answer	0.00%	0.77%	0.29%	0.87%

Section 1 Other Ideas:

I was late for school and the all the teachers helped me get back in track.

nope

be nice to people

do you

Do you like reading

do you like the school/classroom

[Redacted name] is not treating me fairly

every one shuld not be mean to your classmate.

exiened

for my friends to be more nice to me.

great

happy

have any problems with your classmates

how do you feel about your friends

how do you treat your friends in a good way



How good are the School lunches
How the lunch teachers and every teacher is to you.
I always feel great in school
I am very glad for having my class and teacher this year I feel great about this year and that my success will pay off.
I do not have anything else I would like to share.
I feel a bit bullied
I feel a little bord in school
i feel as safe as i can be
I feel good about my class /school .
I feel happy at this school because I never feel alone
I feel like I am getting yelled at in line and people are purposly pushing me in line
I feel like there should be some more social opportunities. Being with my friends all day and not being able to interact with them is hard for me.
I feel really great at school because i'm with my friends.
i feel safe
I feel the paras at lunch like the girls more.
I feel tired and happy in school
I fell like sometimes my friends are being mean.
I hate school but somtimes its fun!
I have a good teacher
I have figured out just in general that girls are favored more than boys and i just wanted to adres that.
i have no idea why i am loney
i have two moms it says dad and mom and i silllly
i like a diffrent sports team then som of my freind everytime i talk about sports like hockey i fell someone would say that my teams is bad
I love gym!!
I love it!!!
I LOVE [redacted school]
I love my school
I personaly love school and find this to be my safe place but when it comes to sharing ideas that you might be made fun of never will I share but other than that this year is much better than last year an i love love love my teachers and Im very happy with my classmates I think we all get along realy well but once again the ideas are my only problem
I respect my teachers. (my answer: 5)
I will get introbl
I wish the boys could be nicer to the girls. I also wish they could be more apropiet.
I would like a longer snake time I am always hungry in school.
I would recamend adding a rule board naxt to the gaga pit
If a certain teacher treats me unfairly because of my race is it okay?
it was nice
Let 4th grade classes in [redacted school] go to the back playground again
Make sure you include people who are left out!!
Most kids make fun of me
Most of the time kids are not nice to me.
Nicer/more supplies
no hw,
Office, Lunch Teachers, Recess teacher



One thing I want to say is that I love my math teacher, [redacted name]! She is so gentle and understanding! Its so easy to tell her anything that makes you uncomfotable in math. One thing I also want to say is that certain people in my class ruin things for the class and some people treat me unfairly, and there used to be so much drama at recess, but most of the time I feel safe and happy at [redacted school name]

recess is boring during winter

School is a safe learning place for me and I feel comfortable expressing my feelings here.

School is so fun. I want to keep going to this school. I wish [redacted school] had 4th grade.

Some teachers treat girls better then boys.

some whon makes fun of me and my mom

sometimes i feel like i want to change myself

Sometimes I get anziety

sometimes people make fun of me

sometimes the paras are sometimes unfar.

the teachers are so kind and i like the way they teach and it's fun to learn

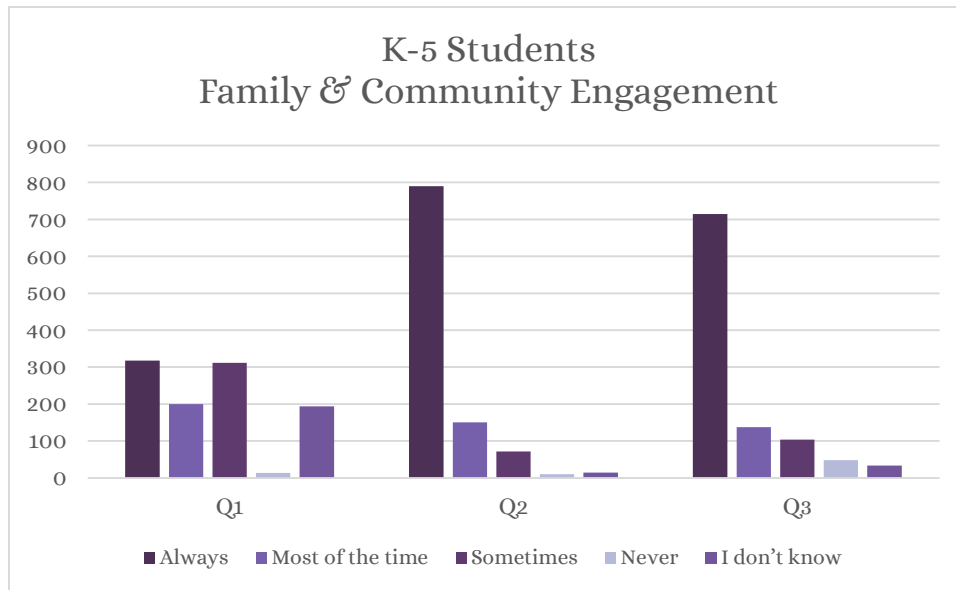
there is one person that most of the time hurt me phisicly and emotionaly

When I come to school I feel like only girls listen to me and treat me like I'm a human too. The boys make fun of me and treat me unfairly when all I've done is try to be nice 😊

When you get the form that your parents have to sign it says mom and dad and I have 2 moms.

Section 2: Family & Community Engagement - Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I have friends at school.
- Q3: I have friends outside of school.



	Q1	Q2	Q3
Always	30.64%	76.11%	68.79%
Most of the time	19.27%	14.55%	13.29%
Sometimes	30.06%	6.94%	10.02%
Never	1.35%	0.96%	4.62%
I don't know	18.69%	1.45%	3.28%



Section 2 Other Ideas:

Are you active.

can we use long distance friends

do you need help with school work at home

For me, friendship is very complicated. For 5 minutes people want to be my friend but then in 5 minutes they don't because apparently "I did something wrong". But most of the time I have lots of friends. Most of my friends are in the other lunch though, so I never get to see them. [redacted names]

friends

how much do you talk to your friends

how my friends treat me always

I have a lot of friends

i am often unsure if my friends like me

I am respectful to my friends (my answer: 5)

I answered away for friends outside of school but my friends in school are the friends i have outside of school

I do not have any more information of how my community and my family would concern my school.

I don't have many friends

I feel happy about my school and love my teachers

I feel like some people are not my friend and I know because how they act to me.

i feel safe with my family and my friends

I have a bunch of friends.

I have a lot of freinds

I have a lot of friends. Most of them are very kind to me.

i have freedom in my school and my friends or classmates never did fun of me so nice of them

I have friends in school and I hang out with kids outside of school

I have friends outside of school in Ukraine

i have friends that are in [redacted name]

I have lots of friends.

i hve freinds i talk to on a call outside of school and play vide games

I like my friends and I wish I have more friends

I love my friends!!!

I love school with my friends and family .

I want more frends.

I wish I had more friends.

My family and friends are respectful and kind too me and I hope that will stay the same.

my finds are enerjetik lik me :D

My friend is ignoring me and is doing a mean glare at me and doesn't want to be friends and I do not like that and it hurts my feeling but I didn't be mean to her.:(

My friends are thankful.

My only friend outside of school is in another state.

Q: My friends are nice to me A:Sometimes

sometimes my friends car about other people but like that never happends tho sometimes

teachers mostly for number one my parents not really

There can be some social drama at recess in school. Sometimes, I will feel presured to be one of the cooler kids.

we should play in the snow

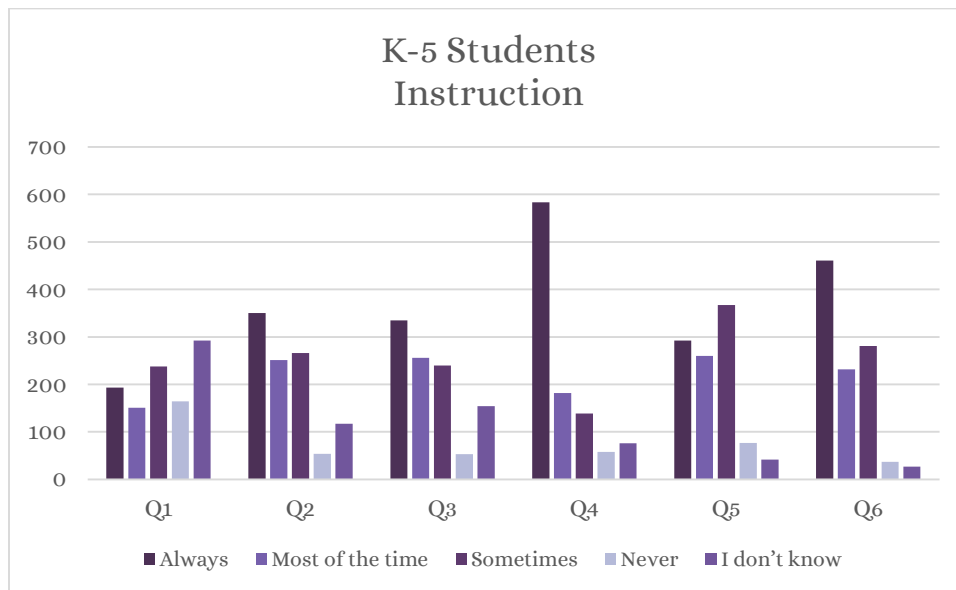
What lunches do your parents give you



When someone starts to whisper it annoys me because I don't know what they are saying and it might be good or bad. Sometimes I feel like it might be about me, even though it probably isn't.
 yes I love [redacted school name]

Section 3: Instruction – Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I learn about people who are different than me.
- Q3: I am taught about people being treated differently.
- Q4: I am taught how to stand up for people who are being bullied.
- Q5: I work with other students to do my work.
- Q6: My teachers help me with my work.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	18.59%	33.72%	32.27%	56.17%	28.13%	44.41%
Most of the time	14.55%	24.18%	24.66%	17.53%	25.05%	22.35%
Sometimes	22.93%	25.63%	23.12%	13.39%	35.36%	27.07%
Never	15.80%	5.20%	5.11%	5.59%	7.42%	3.56%
I don't know	28.13%	11.27%	14.84%	7.32%	4.05%	2.60%

Section 3 Other Ideas:

math could be longer

All of the students in [redacted school name] are treated fairly. The teachers are kind to kids.

Do I feel like I need more help with my school work.

Do students help you when you get bullied

For 'I am taught about people being treated differently' I said always, but I am confused about what 'differently' means. I answered always to different in a good way.

for i work with other students to do my work i help them not give answers or get answers we just do the homework together at the same pace.

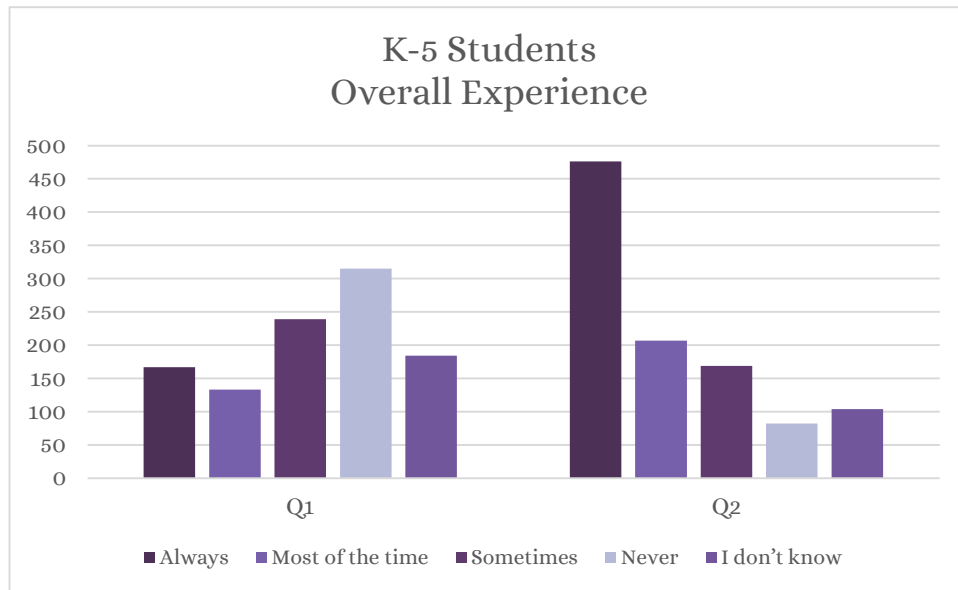


for most of my answer's I was referring to my reading teachers I feel like they are a lot more open minded than my math/science teacher. but both teachers are awesome
Get the teachers to handle bullying more
Going to the back playground for recess
how much time do you work alone
i am learning great and catch up ;D
I always work
I am learning all kinds of things from my amazing teacher!!!!
I am respectful to my work (answer for me: 5)
I do my work in class
I do not have anything else to say that would seem appropriate.
I get treated great but i feel like my teacher has a favorite
I have a lot of friends
i learn different than other grades
I like all of the subjects that I learn about im not bothered by what I learn
I love my teacher's.
I love my friends.
I love my teacher she taught me so much :)
I love my teacher!!!!
I only ask for help when I need it.
I wish my homeroom would let us choose our groups instead of being put with a group of people that are mean to me
I would like to learn about other people's culture
I'm learning how to get better at subtraction.
like the teachers
[Redacted name] always helps me with my work but my other homeroom and switch teachers take a very long time to answer my question...they always answer other people's questions before mine, even though I have had my hand up longer. My homeroom doesn't do it as much but my switch teacher does it a bunch. Don't tell her please!
[Redacted name] is the best!
My parents help me with my work sometimes
My teachers always help me when I need help and I accept other people
My Teachers help me when I am stuck on a question.
My teachers help me with work when I need it but most of the time I don't think I need help.
None but I mean above about me not asking any questions
Only when I need help.
sometimes need help and when I do they help me
the teachers have time to let the students ask any question so i'm not confused
What is your work



Section 4: Overall Experience - Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.
-



	Q1	Q2
Always	16.09%	45.86%
Most of the time	12.81%	19.94%
Sometimes	23.03%	16.28%
Never	30.35%	7.90%
I don't know	17.73%	10.02%

Section 4 Other Ideas:
happy snow day
I love my mom
Are you comfortable talking to other students
Be kind to other people!!
Get the [redacted] teachers less strict please, They're too strict.
I am comfortable talking to [redacted name]
i am enjoying [redacted] but its a little hard
I am really enjoying [redated grade level]
I am so included.
i can talk to the teachers about the questions i have in my class free
I don't really feel that comterble with teachers
I feel comfortable talking to social workers like [redacted name]
I feel comfortable with my teachers and principals
i feel important
I feel like other kids are being mean to me but I enjoy school too.

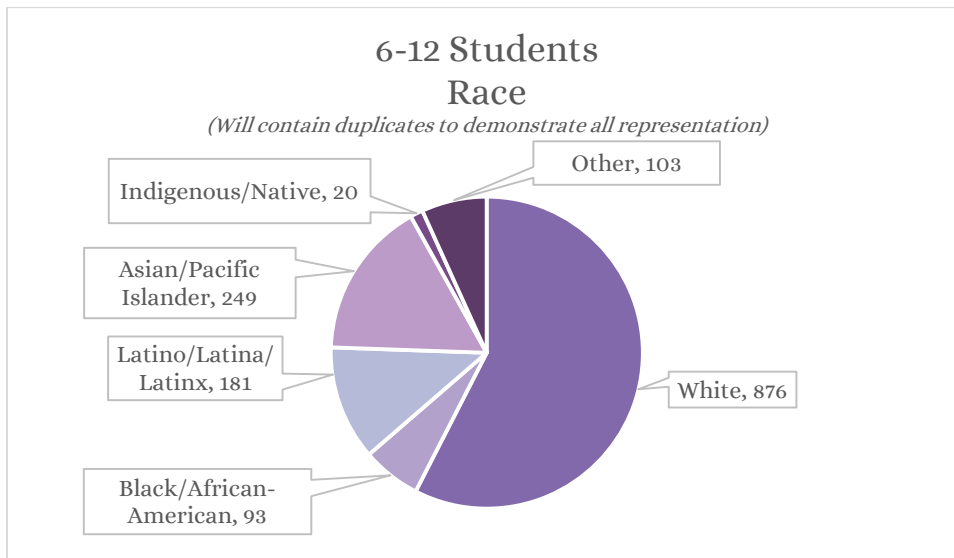
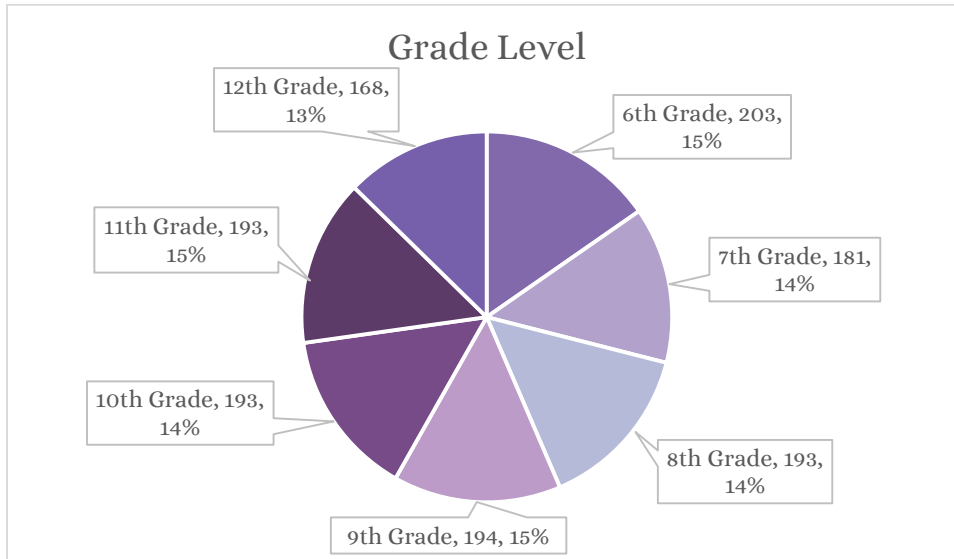


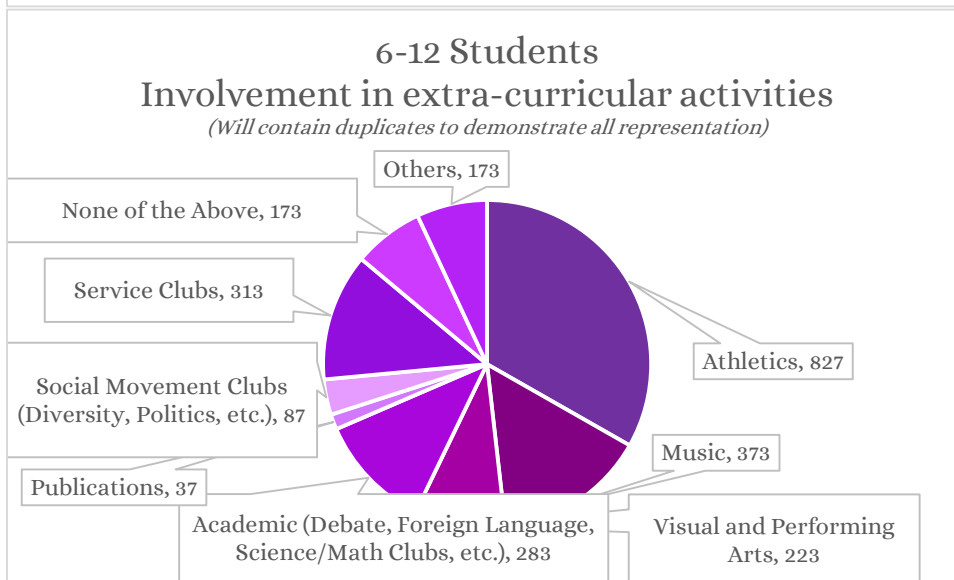
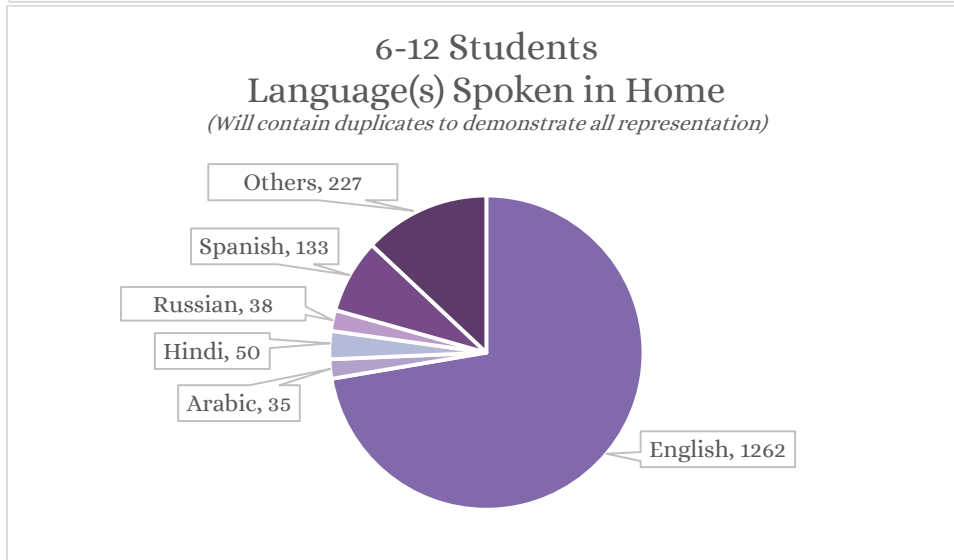
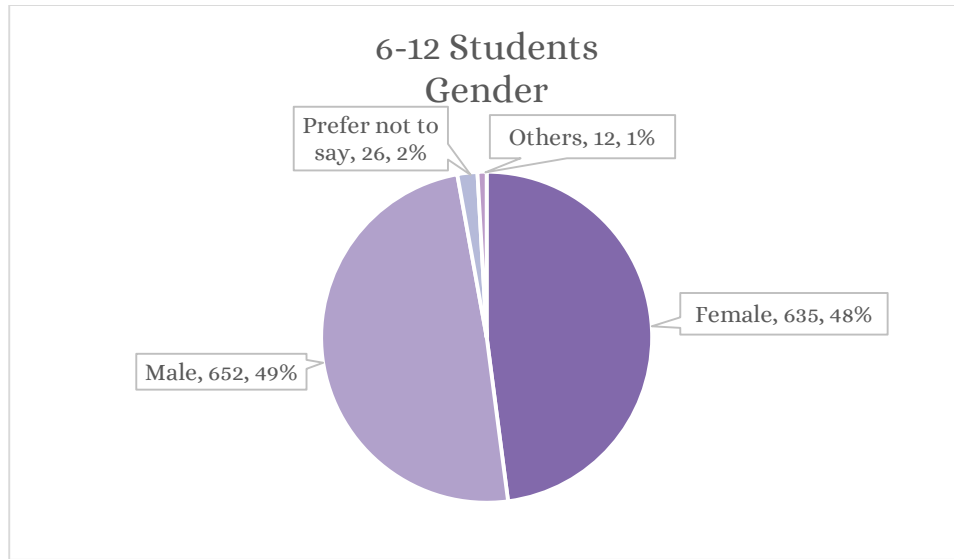
i have paras i feel comfortable talking to. all of the paras at my shcoolare incredibly nice and some of the only people i feel i can talk to sometimes.
I love My School!!!!!!!!!!!! (:
I sometimes see my mom she is a [redacted]
I'm ingoing this school.
it is so much fun
its the best and great techeres
[Redacted name] Is a teacher that I can trust.
[Redacted name] kinda looks like me
[Redacted name] is always someone I can talk to! I've done it this year before! [Redacted name] is someone I can talk to about science, and [redacted name] is someone I can talk to about writing.
[Redacted name]
Some teachers are nice to me
sometimes I do not feel comfortable speeking up
thank you for your time, have good day
The adlut i feel comfortable talking to is [redacted name]
There is not a lot of Korean people in my school.
When ever I'm in a bad mood [redacted name] comforts me.



Mahwah Township Public Schools Overall 6-12 Student Survey

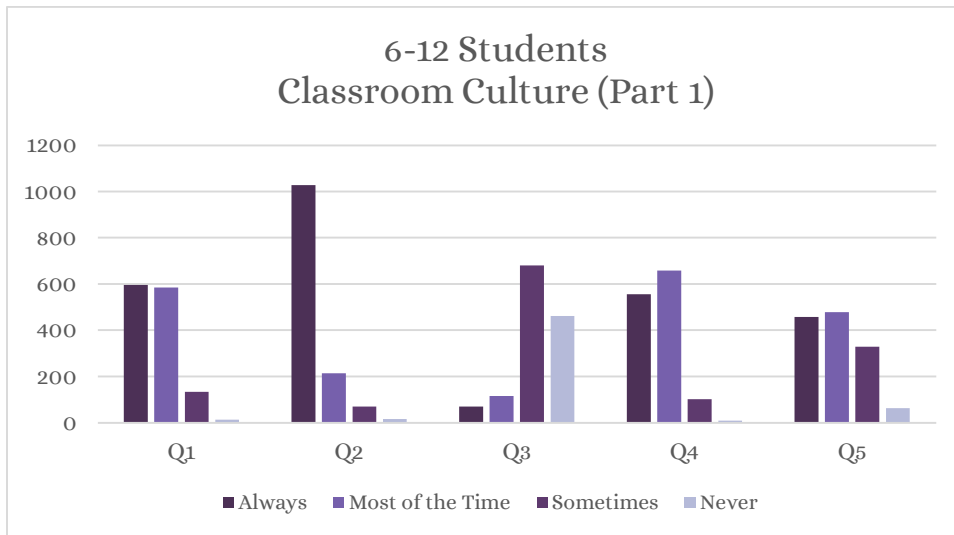
Student Survey Respondents: 1325





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.

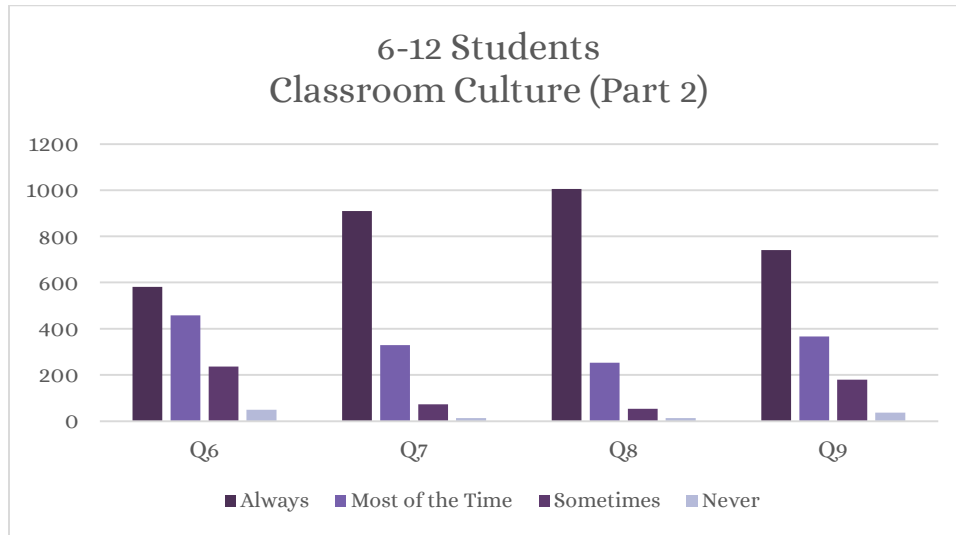


	Q1	Q2	Q3	Q4	Q5
Always	44.91%	77.51%	5.21%	41.96%	34.49%
Most of the Time	44.08%	16.08%	8.68%	49.66%	36.08%
Sometimes	10.04%	5.21%	51.32%	7.70%	24.75%
Never	0.98%	1.21%	34.79%	0.68%	4.68%



Section 1b: Classroom Culture - Questions and Responses

- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.



	Q6	Q7	Q8	Q9
Always	43.85%	68.60%	75.85%	55.92%
Most of the Time	34.57%	24.91%	19.09%	27.70%
Sometimes	17.89%	5.51%	4.08%	13.58%
Never	3.70%	0.98%	0.98%	2.79%

Section 1 Additional Thoughts:

A few of these questions I answered while I'm thinking of others, for instance the bullying question. I am fine when it comes to emotions right now, it is just that I was considering fear of being mocked, and paranoia.

Any form of consequence is random and at someone's discretion/personal opinion. There is no consideration for those with special cases or needs.

Certain teachers really should be evaluated more often, I feel that certain teachers this year are giving an overwhelming amount of work each day without teaching much in class. This also has a lot of negative consequences on student mental health.

Depends on what the students punishment is.

Fair

fair and equal

good opportunities

Great school

I believe that I am treated fairly, but I am in no right to speak for other students

I do not like this school at all.



I dont understand why during gym a particular group of boys get to set up pickleball while everyone else has to run for fifteen minutes.
i feel as though it is inappropriate to ask students questions regarding the way teachers dress as well asking very pointed questions regarding race of students and personal questions regarding home language and life
I feel like some situations are taken too seriously. We are all still kids and we are going to make mistakes for the next 10 years and even the mistakes some kids make that are serious usually doesn't come from the true intention of it happening. Like bullying for example, I am sure there are some real bullies but with how much "bullying" there is, it usually isn't even really intended to be the way it is perceived, kids like to mess around and they don't want to really hurt the other person.
I feel safe at school.
I feel safe in school but I ain't going around sharing how I feel with random people I don't know.
I got nothing to say about this
I have equal opportunity as everyone else in academics, clubs, sports, and all school related activities.
I have seen others bullied a lot, and while it was present in [redacted school name], I no longer experience it in [redacted school name].
I just feel like I can be targeted sometimes from teachers or the staff and it is not easy in this school especially.
I love [redacted school name]
I really like the school but I don't like that they always charge for school food
I strongly dislike [redacted name]
I think that although I am physically safe, there are times where I feel uncomfortable or off-put by something a teacher or classmates may say.
I think that overall I feel safe at school, there is a lot of work being a [redacted school name] student, but all of these academics and activities will come in handy in the future. I know that I am treated fairly because my teachers pay attention to everyone in the classroom and know how to react to students in certain situations.
I think that the school is fair in all aspects and i think that all races get an equal chance to succeed in this school
I think that we need better WIFI.
I think the school is great, but the kids in my grade are not so great.
I think the school system does a fair job at maintaining the above sentiments, though I feel that there are certain things that could be handled better. While I understand there are many students in the district and that it's difficult to give all equal treatment, it's the school system's responsibility to provide students with the necessary resources to succeed. That being said, I have noticed some instances among both students and staff (mostly students) where some of these issues aren't taken as seriously, or are neglected entirely. I feel that some people still don't quite understand that their actions have consequences on the lives of others, and I think that students of all ages would benefit from a higher degree of care in the realm of social and emotional learning. Learning how to process one's emotions is imperative to their ability to succeed both in the classroom and in life, and it should be one of many focuses of the district.
I wouldn't say I'm encouraged here to speak my mind, but I encourage myself too and will never be afraid or not speak my truth and mind if needed. And also for the last one about equal consequences to other students, I'm not sure about here but at [redacted school name] I'd for sure say they were less than equal.
I'd just like to say that I do really think I have enough experience at [redacted school name] yet to comment on some of these questions, for some I had to assume what the answer based on guesses, and I am more socially reclusive in the school, I only really talk to my group of friends and don't have much of a social presence in the class structure of this school. I still tried to answer these questions to the best of my ability though.
I'm glad that I am in [redacted school name]!



In one of my classes me and my friend were both turning around in our seats to work with the people behind us and when my [redacted subject area] teacher walked over she only told me to turn around but let my friend keep turning to face them. I sort of felt singled out and didn't think that it was fair she was only punishing me when we were doing the same thing.
I've been bullied before and schools have not handled it great, there was times when I was younger I was referred to as a "Dirty Mexican" and schools didn't do anything- :)
Me and others are treated poorly based off social status and even family wealth. Not to get political but I feel like I am also disrespected based off people's political views because they feel like I have to "go back to my country", even though I was born in New Jersey to two citizens of the United States, one being an immigrant it doesn't matter he earned his title just like anyone who isn't an immigrant.
I've noticed that there are many teachers who have favoritism towards certain students so they aren't as hard on that kid, whereas they might be more harsh with punishment towards other students.
Mahwah is aight
Mahwah is ok.
Mahwah needs to actually listen to what the students are saying and the needs they express. Not the faux "SEL" that actually does nothing to improve the well-being of the students or the school.
Most Teachers and the Principal treat each student based on their opinion/view of them, not as an equal to other students. I have felt targeted by [redacted name] as well as [redacted name] on multiple occasions this year.
[Redacted name] does not treat us equally and fairly.
My personal opinion on this student survey is students may feel pressured to put an answer even though it may not be the truth. There should be other, and more mature ways where we can express ourselves rather than a google form.
[Redacted name] bullies me
not enough emotional support at the school
Physically safe is a most of the time because things can and have happened.
[Redacted name] is the nicest man i've met <3.
Racism is alive and present in this school. Including high up staff members.
racism is present the school is doing nothing, bathrooms are unsafe school is doing nothing
school is too hard
School is very fair and fun always.
School lunch should be free
some teachers do not reach all students in the classroom
some teachers i have favor other kids in the class and disregard the kids that are struggling, and i feel that i am not respected in the classroom when teachers allow other students in the classroom during our tests and are disrespectful to kids who need to focus
Sometimes I feel that teachers favor certain kids due to their social statuses or involvement in extra circular activities. I also feel that teachers through the years have exposed their political beliefs, even bashing opposing ones, which is beyond unnecessary and stupid.
I don't always feel physically/emotionally safe at school because I'm often afraid of getting sick/failing. Also, people talking about topics such as politics and sex makes me uncomfortable.
sus
teachers are harsh and do not help
teachers are too soft minded
The absence system is incredibly skewed. People get sick, have deaths in the family, need a break, etc. I'm not sure how administration expects only 13 absences per year without losing credit. Sharing opinions is also hardly encouraged or valued, guidance just shuts it down and invalidates most issues anyways.
The amount of homework is sometimes overwhelming for one night.



The freshmen this year are... freshmen. There is one teacher in particular whom doesn't treat everyone fairly.
The lunch is too long and there is too many people in the bathroom. I cant make new friends because of this schools social life.
the school can use some improvements like removing the stick from [redacted]
The school sometimes is difficult to navigate.
The way teachers and staff act towards students is different between different kids that I've seen and it depends and how the teacher feels about the student and their abilities and/or family
There is bullying in school, there always will be. Whether it be me, or someone else, to their face, or not, someone is always getting made fun of.
theres to many people in the bathroom in the morning
This is a pretty good school
This is the best school I've been to
this school is so great
we live in a society
While physical bullying does not occur at school, sometimes verbally (rude) things are said to others, but it usally does not cause too much of a problem and can be easily resovled.
Why Are we required to do this survey
i think the consequeces are too much for the silly actions. i havent had deattention this year or a saturday but my friend has i wont say his name but a got a saturday becuase he didnt put his computer away when asked. i think a reasonable consequence is a lunch detation
It bothers me by how much homework I get each day because somtimes its too much for me to handle. You see, I have imporant things to do on tuesdays and wendsdays. I can not specifcly tell you what those thing are.
Advisory schedule could be better.
Almost everyday I see kids in the hallways being mean to each other, and sometimes they can be mean to me.
I believe certain people get treated better.
I dont think bullying is the issue though I have seen some people do mean things that they dont mean. At the end of the day we come together and we are one big school again.
I dont think some consequenses are fair then others
I don't think that some of the consequences put on students are fair.
I enjoy school and it is fun
I enjoy school, I have lots of good teachers and best friends. :))
I feel as if the guidance staff is a little too confrontational when attempting to connect with students, and it can feel more anxiety inducing than comforting.
I feel comfortable at school in all ways
I feel conation to my friends , family.
I feel like when I do something something gets in the way that's feels like i'm being pressured is it's stressful.
I feel safe at school but I feel like I get punished for no reason and get in trouble for no reason, but that is rare.
I feel that some times the punishment doesn't fit the action.
I feel that teachers demonstrate favoritism while saying they do not have favorites. They may mostly just call on the students they like or when they see a minor bullying incident may not be very impartial if it involves a favorite student.



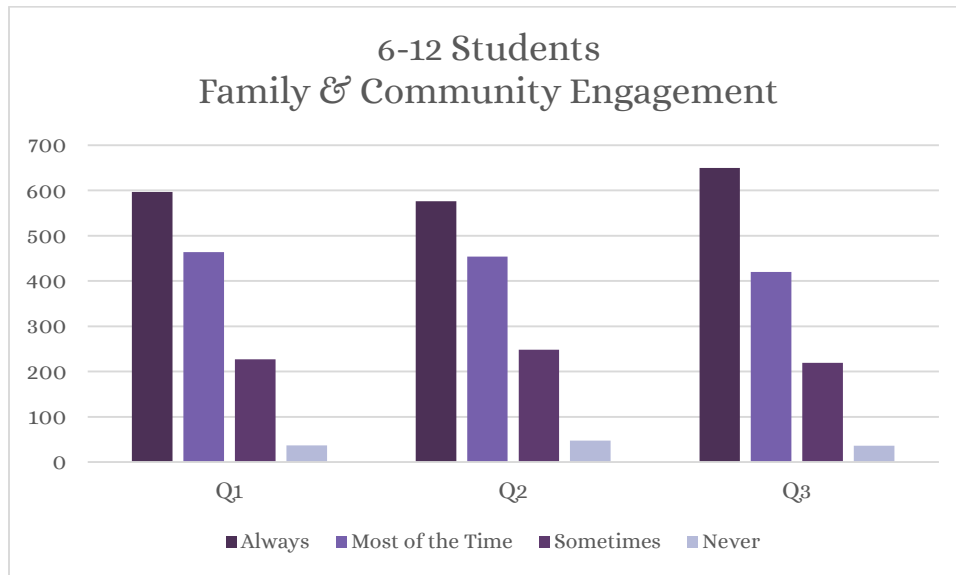
I have not seen or experienced any bullying in this school but slight picking on others like people yelling at others when they made mistake like "That's so stupid of you!"
I just would like to be able to see my friends more often and I know people always say that you will make new friends but that is not always the case I barely see my friends because there all the way on the other side.
I LIKE SCHOOL
I see people getting left out sometimes.
I think if something like bullying happens the teachers should check for proof rather than listen to whatever the student says first.
I think that a lot of people are biased and people sometimes treat other people better than me.
I think that more people should watch out.
I think that sometimes the [redacted subject] teachers have favorites and kinda let it influence how they treat those students.
I think that there is sometimes bullying, but not physical bullying.
I think the "No Cell Phone" Rule isn't enforced enough because a lot of kids use their phones in the bathrooms and I try to enforce it but usually they just keep using their phone.
I think there is bullying in school but I never witness it happen.
I think this school is perfectly safe.
I want to get into high honors, and be successful
its a very good school
Make lockers bigger (please) and also give us space between the lockers please I always get squished
Nice school, just middle school [redacted]... so many classes and moving...
Nope, thanks for asking though!
People call me a tattle tall like [redacted names]
shorten school days
some people make fun of me or complain that the stuff I get to help me is unfair.
Some teachers are amazing. Some treat students like their favorites and some treat students really bad.
Some teachers do not treat students fairly based off of academic scores.
Some teachers jump to conclusions.
some teachers pick favorites
Some teachers punish other kids differently or less for the same actions.
Sometimes teachers put a lot of stress on us like when we get something wrong they get mad but all of my class mates try and I know it. Or when you didnt hear them and you ask to here again they get mad.
Sometimes when me and another person does the same thing I get a worse punishment.
sometimes when two people do the same thing that is wrong, one person get's in a lot of trouble and the other person barely even gets punished
Teachers need to start letting us go to the bathroom 100%. And not get mad at us for taking a long time in the bathroom. its not fair. and why am I not allowed to have a different collared lock on my locker? there is absolutely nothing wrong about that. I should not have time taken away from my class to be called down to guidance just to take my collored lock off my locker because the princible doesnt want it there. and [redacted school name] needs to fix there system with dropping off students. I should not get detention for coming twenty minutes before I have to go to my classroom And having to wait in the line outside of school and then the school telling me im tardy even though the only reason I was tardy was because of the line the school caused.
the bus can have bullying and a lot of physically things
The teachers are great. so are the guidance counslers.



This survey is odd.
 Too much homework, causes stress and sometimes anxiety
 We usually don't interact with the principal in general
 When I say bullying is sometimes present, i mean it in it happens once in a while, but not usually. I also mean when I say i am sometimes encouraged to speak my truth, i mean i am. Except if it is mean or unkind.
 yes

Section 2: Family & Community Engagement - Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people at school.
- Q3: I feel connected to many people outside of school.



	Q1	Q2	Q3
Always	45.06%	43.47%	49.06%
Most of the Time	35.02%	34.26%	31.70%
Sometimes	17.13%	18.72%	16.53%
Never	2.79%	3.55%	2.72%

Section 2 Additional Thoughts:

Again, personal life can effect others when its brought up, especially when kids and students will know others will see this. My personal life really shouldn't be involved in a school "activity"

For all the questions referring to social stuff really only hang out with my friend group, so I don't really know many other people too well.

Great friends

I am connected to all my friends and family members.



I believe that more snow days need to be called due to the fact that it can be extremely dangerous outside and we should not be driving around on the roads. I also think that they need to be a little more forgiving and even if it is close to being a snow day to just call it as it is a very important stress reliver. I believe it would help many students in their troubles.
I don't have many friends, I feel like I'd find more friends who I can relate to outside the district, of which I already have.
I feel connected with others.
I feel like many teachers do not care about teaching and do the bare minimum to get through the day. Some even resist giving help.
I feel the school needs to fix the bathroom situation and stop signing in like its [redacted]
I have built many connections with faculty in the school that have helped me reach my goals.
I have good and loyal friends.
I have like one friend and I am pretty lonely and sad, a lot of my "friends" are complete jerks I only hang out with them because I'm afraid to be lonely. :) I don't talk to people outside of school except for one person, people go out to the mall and theaters with friends and I stay home because no one gives a [redacted] about my feelings. Sometimes I feel like teachers don't value my feelings either.
i like my classmates and i like my friends and my teachers
i met my best friend through [redacted] and my friend group lives 2 hours away
I only have one friend. I'm socially awkward. Everyone else ignores because because of my odd demeanor, and I don't blame them. I don't know a single kid outside of school.
I sometimes think
I think that everyone in this school gets along with each other
I think that the [redacted] classes are riddled with a culture of competition that prevents a sense of community from being formed
I try and be independant in my school work but I do get help from teachers.
I work with my family and teachers when I need help in school. I've also made certain friends, best friends, and acquaintances here that I feel connected too in a very good way. But outside of school, I usually always feel connected to many people.
I'm hungry
Mahwah is aight
Mahwah is one of the most unconnected student bodies in Bergen County.
[Redacted school name] is Awesome
Not much room for family to step into school
People in Mahwah can act [redacted] and disrespectful and I don't like kids like that.
school is too hard
School lunch should be free
Socializing at [redacted school name] [redacted] with students and teachers
The internet connects us all
The two questions above are a little confusing. I have a decent group of friends in school and i feel pretty comfortable with them. Outside of school there are people I talk to as well just not as much since the kids I have known for the longest I have gone to school with. It doesn't really have to do with the school its just since I know them longer.
[redacted] I am missing valuable time from education and athletics to do it
this school ruined my social life
This school socials life [redacted]
We chillin

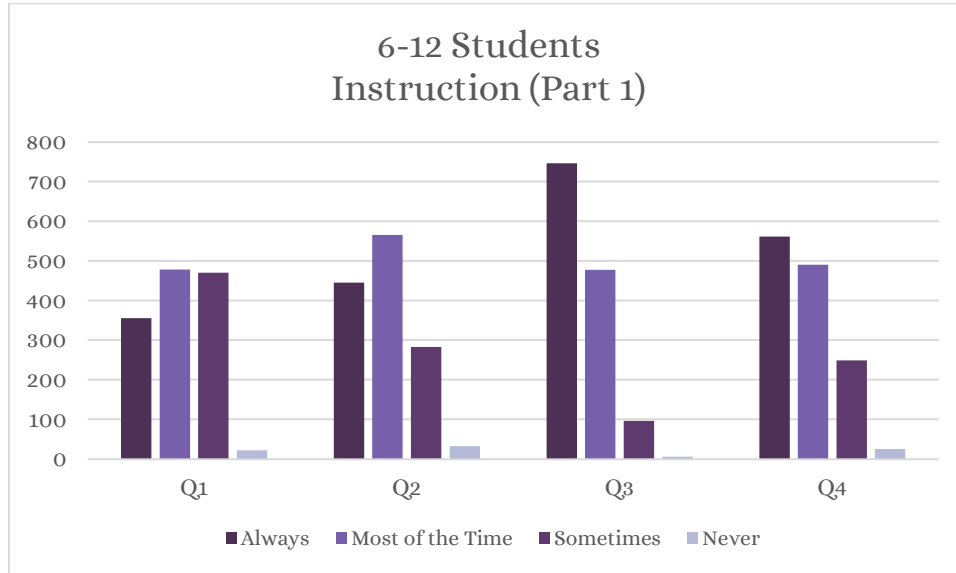


We have a deep community connection at our school. People are always helping each other with academics no matter their race or gender.
I am not afraid to be social.
I am very connected to my teachers.
I connect with all of my friends all the time.
I connected to a lot of people.
I don't have any
I don't have many true friends.
I don't trust people who look like they are trying to humiliate me.
I feel like there isn't much engagement when it comes to parents and schools (in my opinion)
i have a lot of friends in this school
I have a lot of great friends, in and out of school and I have some great connections.
I have great friends that make me happy :))
I have really bad social relationships.
I honestly dont have much to say other than Im happy with my life.
i just put a random answer for #1 idk what to put
i like my friends
I say sometimes because I only feel connected to my friends, and it's not like I'm friends with every single person at school and I don't know that many people outside of school so most of them are family.
I want to feel connected to other people more
I wish people wouldn't talk behind my back
i would like to switch lunch because i want to be with my friends.
im very close with people outside my school
Maybe at [redacted], because usually the boys in the volley ball team from last unit were being very rude and when me and my friend spoke up. They put us aside.
Some people like me and most others have a bunch of friends but some are alone at lunch and no one has ever done anything about it. I have a few times.
Sometimes I don't really feel connected to people outside of school.
The division of the [redacted school names] students often stop me from seeing many of my friends.
The only people I really talk to are my friends.
The relationships I have outside of school help me in the school environment.
The school connects me to many people .
The world can be a nice place
There are definitely lot's of people I know can help me if i ever have a problem and there are lot's of people I can talk to if anything is wrong.
there is a lot of bullying so that is my reason for most of the time as answers for these.
Try to make more classes with the [redacted school name]
Why are these questions being asked?
Why can't we fill this out by ourselves?



Section 3a: Instruction – Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for my work and how it will be graded.
- Q4: I am given support when needed.

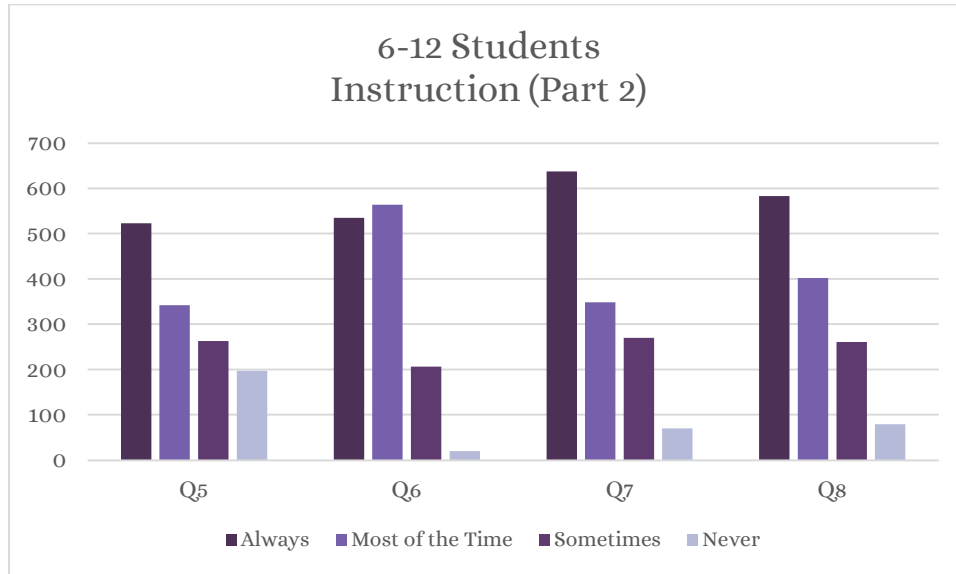


	Q1	Q2	Q3	Q4
Always	26.79%	33.58%	56.30%	42.34%
Most of the Time	36.08%	42.64%	36.00%	36.98%
Sometimes	35.47%	21.36%	7.25%	18.79%
Never	1.66%	2.42%	0.45%	1.89%



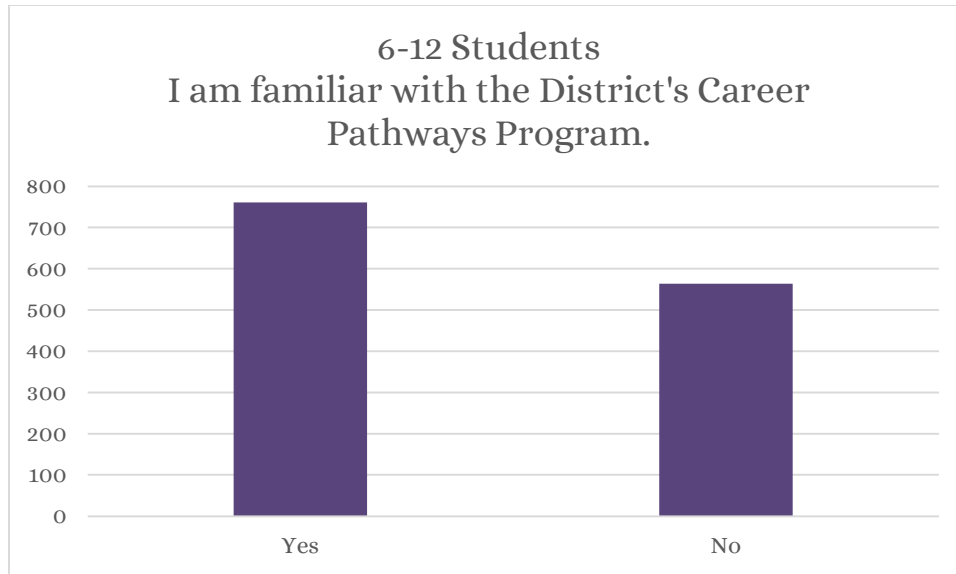
Section 3b: Instruction – Questions and Responses

- Q5: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q6: My teachers present ideas in a fair, balanced way.
- Q7: I am supported by adults to help make decisions about my life post-graduation.
- Q8: I am exposed to a range of educational and potential career options available for me after Mahwah.

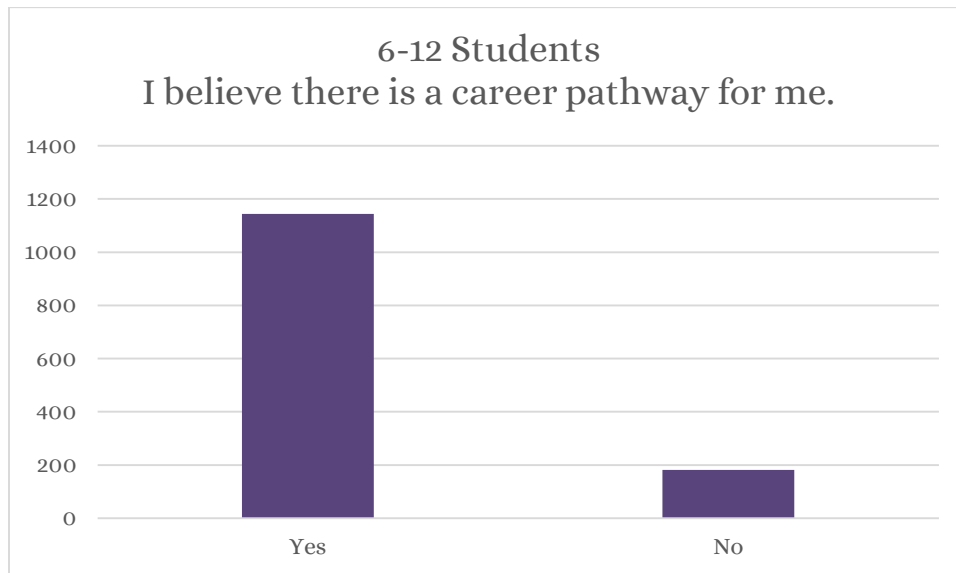


	Q5	Q6	Q7	Q8
Always	39.47%	40.38%	48.08%	44.00%
Most of the Time	25.81%	42.57%	26.26%	30.34%
Sometimes	19.85%	15.55%	20.38%	19.70%
Never	14.87%	1.51%	5.28%	5.96%





Yes	57.43%
No	42.57%



Yes	86.34%
No	13.66%

Section 3 Additional Thoughts:

Add a pathway for interested medical students

An astronomy class at Mahwah would be awesome

career pathways are the definition of one size fits all and thats toxic, also this survey is [redacted] and my responses shouldn't be taken seriously

Career Pathways are too broad and no specific classes are presented instead general courses.

for the question "I am supported by adults to help make decisions about my life post-graduation." It isn't adults in school, its only adults outside of my school life.



Great career pathways
I am always encouraged to challenge myself and work hard.
I am become chef boyarde
i am encouraged to do good
I am stupid and dumb so i believe all the pathways are for much smarter people so I am probably going to end up in [redacted]
I am supported by family and friends but more often pressured by teachers and staff, I am not very encouraged by the school nor have I ever been when it comes to honors classes and such.
I am very lost for my future
I believe that the career pathways will help me accelerate and other students be aware interested in for the future.
I believe that there is a career pathway for me, but I do not know exactly what it is yet.
I do have a learning disability so that is why I said Never to one of the answers.
I do not yet have a clear idea for what career or career pathway I will choose.
I dont k now any careers
I don't know what I want to pursue as a career in the future.
i feel as though teacher's often do not meet student's needs, i.e. students with mental health struggles are not understood and there is no attempt to aid them.
I feel like I know what the career pathway program is but I don't remember at the moment.
I feel that the career pathways are somewhat restrictive, and there should be a greater emphasis on the fact that you do not need to follow one strictly.
I feel the school/district should provide outlets for students not looking to go to college. Students should not feel forced to pick a pathway if they are planning on going to trade school.
I have a 504 plan, and none of my teachers give me any accommodations. Ever since I have been in Mahwah since 5th grade, I have had maybe 3 teachers (at most) give me any kind of academic changes (to my knowledge at least). None of my teachers this year do it, even though I am pretty positive that all of them are informed about my 504 plan, I am expected to meet the standard that everyone else has to meet, even though they know very well I have a focus issue.
I have an outline of my post grad career but this school is not helping and or guiding me to it.
I have no idea what pathway I want to do because none of them seem to interest me
i have no shot
i hop eyou have an amazing day
I kinda fit into two career pathways and I am not 100% sure what I want to do.
I like to think
I like writing and stories and I think that falls under communication/ performing arts but I'm not really sure.
I still think that there needs to be more snow days to be called even if there is only a few inches of snow as that one day to catch up on personal things such as sleep and releive stress.
I strongly believe that the career pathways is pushed too much. In my freshman advisory the guidance counselor came in and basically told us that if we don't have an idea of what we want to do or have it all figured out there is no point. I feel this puts too much pressure on people. Preparation is good to a point until it puts such a level of stress that is unhealthy. You're not supposed to have it figured out when you are 14-18 that's what you have the rest of your life for. You can go to college undecided and figure out what you like or what your interest's are. Stop forcing children to make decisions for the rest of there lives.
I think a pathway oriented in research and the scientific process would benefit the district greatly; the sciences are a large portion of the curriculum and don't have a pathway to follow for students interested in pursuing a career in that field.
I think teachers don't really care for me and my educational needs because I Iearn differently than others and many teacher don't value that. I also was I guess forced into an Honors class, I said I didn't want to be



in it and I was forced to stay. I can't do certain group works I just usually work better if I have a friend but sometimes I don't have a friend and I'm lonely? I can't explain it. Some teachers don't explain things well enough than get upset if I don't understand it but I'll make an effort to learn they don't make an effort to teach me a way I can understand.
I think that carrer pathways are good, however they should be more clearly expressed as more of a starting point for students to start their carrers and find out the path they want to take, verses one set path.
I think that the school could be doing more stuff outside of STEM and putting more funding into programs outside of STEM. Currently STEM dominates the school and their priorities, thus neglecting the others. Something interesting is how 2/3 of the career pathways are STEM based and there's barely any other options
I think that the teachers do a very good job with everything
I think there are some teachers that can support you and your post graduation goals but there are other teachers who do not care and just give work to give. They don't help you or they put things on a test that were never taught. I also think that some teachers pick favorites and it is very obvious that they do. I also don't like it when a teacher gives other students automatic 100s on stuff for not doing anything when other people like me have to do 2 projects and don't get the same grade in return.
I think there is also benefit to learning about plans after school more than just school or career- but on a general level.
I want to do teaching but that's not really in the pathway thing.
I want to go into Economy/Entrepreneurship.
I wish that there were more electives that were in the health pathway because there are very few.
I'm lost for my future
I'm not at all sure about what I want to do with my life after I graduate.
I'm not sure what pathway I want to pursue in the future
In school I have learned form sibilings that you are actually given no help when it comes to college. He was told that maybe he could go to community college but he was accepted everywhere he applied and is thriving.
In the start of the year i had no idea what I wanted to do. Because of the career pathways i now am sure of what i want to do post-grad.
Mahwah is aight
Most teachers do not work to adapt to the students in their classroom and demonstrate "too bad, so sad" attitudes. When speaking up about any problem or issue that concerns mental health due to how things in the classroom are going the school brushes it off and does not incorporate the proper changes.
[Redacted name] doesn't express her expectations for our work well until after its submitted.
School lunch should be free
still very hungry
Teachers are fair.
teachers do not offer support when needed or do not help, the grading is harsh even when i do my absolute best and follow the rubric for certain assignments.
The carear pathways seem arbitrary to me. While participating in a pathway you can still take any class you want. I don't think it helps you take the classes you actualy want to take.
The career pathway seems to be something that is brought up as a freshmen and then seems to have little to no relevance. I don't remember it being talked about. I am supported by adults however those adults are my parents not teachers. My teachers don't talk to me about my life.
the few supportive teachers are in the [redacted] programs
The main thing I want to be when I'm older is a famous singer/songwriter. I have all the songs written out but have no idea how to get them heard but the public since I'm very socially awkward and have no one to help me. Fearing that I'll never achieve this dream haunts me everyday, but if only I could find an opportunity, I'll take it and put all the work in. But until then, I'll continue to have extreme anxiety over



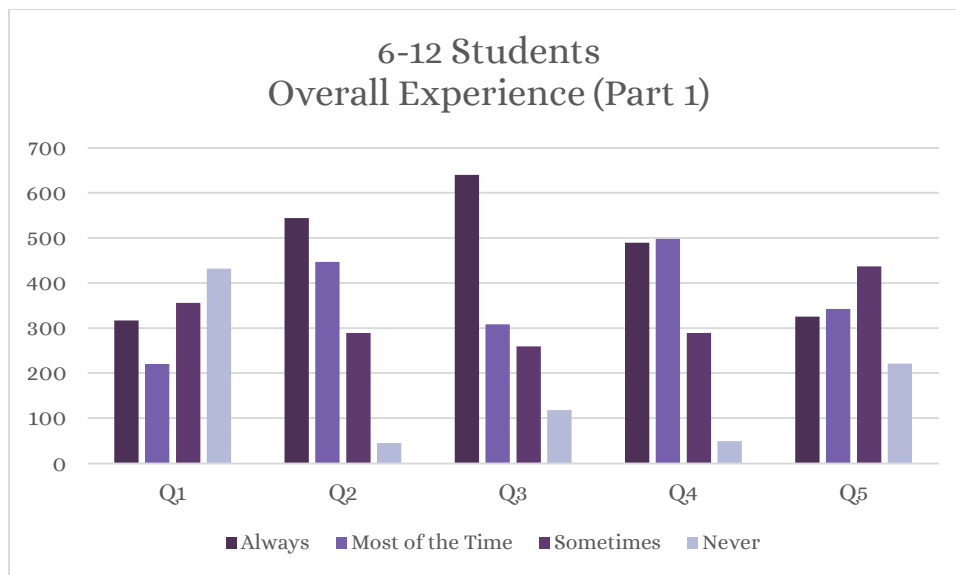
my future. =)
I am also really uncomfortable working with people that aren't my friends because (a: the task doesn't get done as efficient (b: I lack in social skills.
There is a career pathway for me but I don't know if I will end up following it because my parents honestly dont give me much of a choice as to what I will be when I'm older.
There should be a med pathway and added clinical class for disease and treatment as an elective
We are often shoved academics. We are often not exposed to alternate options. For example I believe that work study programs should be promoted better.
What i mean by "career pathway" is not a job
Where is the culinary program
With so many jobs there should be more opportunities for people to learn, with the use of technology this should be even easier, however it doesn't get done. For example I want to become a pilot when I grow up and there is yet no classes I can take with aviation
At what age can you claim your working papers?
Career Pathway for me is being a Cardiovascular Surgeon.
I am in GT so I have no clue what this class is or if I will get to participate in it.
I believe I have the support needed
i didn't have pursute to pathways
I dont have the career pathways class because I am in G&T, I think its pretty dumb that we have to completely cut some classes for G&T, which doesn't even cover similar things. why not have G&T (the [redacted] version) as an afterschool thing. And I understand that some kids may have trouble getting home without the bus, but maybe we could ask parents and inform them beforehand about it so that we can actually have cycle classes like art and career pathways.
I don't know what a career pathway is so I put if I believe I could pursue my career.
I don't know what I want to do when I am older, but I do believe that there is a career pathway for me. I would enjoy more extracurricular subjects/classes to help me figure out what I would want to do.
I don't like working with certain people. (I don't ONLY like working with my friends)
I don't really know what the Career Pathways Program is.
i have already passed the class
I have not thought about my career/future yet, I did not put "no" as my answer in a bad way, I am just still thinking about what I will do when I grow up.
I honestly said sometimes because most of the time I feel that there is nobody I am familiar with in most of my classes because they are in different classes. Then sometimes there are times where I feel like if I do group up I will be dragged down.
I hope there is a career pathway for me
I know if I work hard I will succeed.
i like legos
i like working alone
i really never knew about the other schools i can go to when i am done with mahwah
I think I have a bright future in football, possibly law school, and many other jobs.
I want to be a palientoligist.
i want to be a ski lift engineer
I want to be a writer and an author when I grow up
I want to become a big businessman when I grow up.
i want to go into more challenging classes like adcemic stuff
I want to have a job that pays me well.
I was kicked out of [redacted]
I will be the best soccer player ever 🏈 🏈 😊
I wish we could work in groups more often.



I would like to get into an Ivy League College, or a really good one.
I'm honestly not sure if there's anything out there for me.
I'm in 6th grade so I don't think I have to worry about my carrier post-graduation.
Iv'e never been asked about what I want my path to be in my future other than from my parents.
I've viewed the clubs in the future mahwah schools and I see many opportunities
[Redacted name] gives me a lot hope in my life moving forward
my career is is to be a doctor, but people say its to expensive
My parents always say: " Don't end up in [redacted] serving burgers!"
My parents and my aunt tell me about colleges.
Nobody helped me with post-educational decisions only because I haven't made those decisions before.
Room for inprovment
The career pathway helps me decide my career .
The only teacher that really helps me is [redacted name] estra hep at recess
We have never ever talked about what happens after [redacted school name]
What is the District's Career Pathways Program?

Section 4a: Overall Experience - Questions and Responses

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am curious about how people are similar to and different from me.

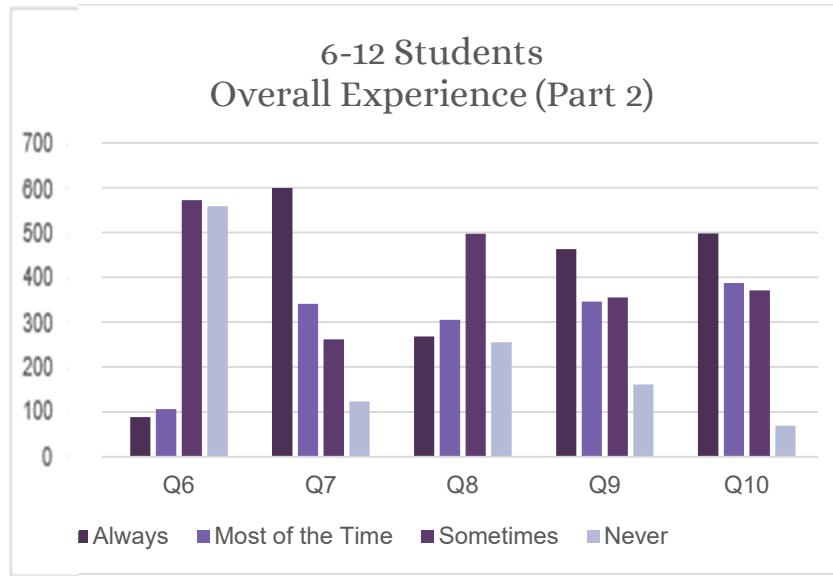


	Q1	Q2	Q3	Q4	Q5
Always	23.92%	41.06%	48.30%	36.91%	24.53%
Most of the Time	16.60%	33.74%	23.25%	37.58%	25.81%
Sometimes	26.87%	21.81%	19.55%	21.81%	32.98%
Never	32.60%	3.40%	8.91%	3.70%	16.68%



Section 4b: Overall Experience - Questions and Responses

- Q6: I see people in school being treated poorly because of who they are.
- Q7: I recognize unfairness and injustice (in history and current times).
- Q8: I see ways people are treated better because of who they are.
- Q9: I am taught skills on how to stand up against unfair treatment.
- Q10: I take responsibility for standing up to unfair treatment.



	Q6	Q7	Q8	Q9	Q10
Always	6.64%	45.21%	20.23%	34.94%	37.58%
Most of the Time	8.00%	25.74%	23.02%	26.11%	29.21%
Sometimes	43.17%	19.77%	37.51%	26.79%	28.00%
Never	42.19%	9.28%	19.25%	12.15%	5.21%

Section 4 Additional Thoughts:

"I see ways people are treated better because of who they are." Regarding this statement, if who the person is regards their character, then someone with a compassionate heart, and friendly disposition, and is overall a great student should be treated better than those lacking great core qualities and those lacking the qualities should be helped to get them.

A few times I got treated unfairly because I am Asian.

be more aware of harassments incidents and listen to the victims

Can we please have a field trip

Did I do good?

Everyone is equal at the school.

Everyone is treated equally

Get rid of the people vaping in the bathrooms, my head hurts

great diversity in the school

I accept who I am and others do too.

I am allowed to be myself



I am thankful for both friends and family.
I believe the school is a safe environment where you should feel free to be who you want to be and become what you want to become such as finding careers and learning how to do so better.
i didn't know what "I see ways people are treated better because of who they are." and 'I recognize unfairness and injustice (in history and current times)." means.
I do see groups that linger in the bathrooms
I don't have none.
I don't know of any Indian teachers in our school.
I don't think it is bad having you own friend group but including people should be shown.
I don't think people being different is bad.
I dunno, maybe we can have more pride representation in our school?
I enjoy being part of the mahwah district and I am happy to know im being heard. Thank you.
I feel as though sometimes I feel safe at school, but I feel like kids who stand out just the slightest bit are given struggles.
I feel like a lot of staff at the school favors boys. Or I feel like teachers judge me before they even know me.
I feel that there is a diversity anywhere we go and it feels weird and different to me.
I feel the the school is diverse and there is and there is very little of bullying .
I have a pretty negative few on myself because I feel like my dreams of becoming a songwriter are never going to come true because of my lack of talent. There are so many people that are better than me that have much more of a chance of achieving this. I also feel that I will never make any new friends because of my terrible social skills.
I have a thought with my friends ,family.
I have no additional thoughts.
I have no idea what you mean by the first question.
I like school and don't feel mistreated because of my race or ethnicity.
i love it here
I really don't understand why they don't like us because we did nothing to them
i really really like legos
i think everyone gets treated the same most the time everyone has there own group of friends
I think everyone is treated pretty much the same and everyone has their own friend group.
I think some people (mostly white boys) make jokes about lgbtq+ people and about marginalized race groups and also about people with special needs but they would never actually say something to someone's face. I also think that we have a long way to go in being more accepting and teaching kids to be more accepting and also making all people of all races feel seen.
I think there should be more bullying.
I think, overall this is a great school, and is managed well.
I thought it was a little unfair in our voallyball unit in gym class because I thought it was a little unfair because the boys had a better time because they got to play more.
I want to help people that are getting bullied by standing up for them
I wish that there were more people that look like me at school, I know my mom would like that as well, and that's really it.
I wish they could add more to the curriculum like Prodigy which is a educational site, and more fun things overall
I wish we can have more group projects or group work.
idk
If you stand up for yourself you're gonna most likely get a phone call home.
In my own "friend" group I feel unvalued and sometimes I feel like I am being judged just because I am Hispanic, my father being an immigrant, and having Native blood in me. I don't often see people who look



like me, the only people I've ever seen that look like me are Spanish teachers and it's upsetting. When I was younger the only Hispanic people I knew were two teacher aids and I haven't seen either of them since sixth grade. Do better??
Its like girls against girls fighting
Its not an every day thing
Kids shouldn't be testing to make sure that someone's clothes/shoes are real. There's a kid who has called my Jordans fake, because if you press the top they're supposed to pop up right away, and mine took a little longer because they're a little worn out, and now he calls them fake.
Mahwah needs serious work.
Mahwahs is upgrading
Many of the questions on this page were controversial in a sense. You can never fully have any of these things because there is always doubt. Thank you.
Maybe have other school sports teams, not just soccer and basketball. Maybe softball, or volleyball, etc.
Most of these questions I do myself, not really have someone else teach me.
Most of those skills that stop bullying don't work anymore.
[Redacted name] is awesome and dazzlingly handsome
[Redacted name] is always there for me whenever i need to talk or to catch up on life in general. she supports me a lot at [redacted school name] and i always appreciate everything she has done for me the past two years.
Nervous
No additional thoughts.
no im good
No not really
None at the moment
nope i hope you have a stupendous day
Nope, have a nice day!!
on 43 when I said never, it's because there's never any unfair treatment for me to stand up to
People should not do drugs in school.
School is pretty much a turf war, where every group of people are trying to be better than every other group of people. Just because of differences in character
School lunch should be free
Sometimes teachers should see the difference from friends having fun and people being mean.
Teachers treat popular kids better and I've seen it firsthand.
The lockers need to be bigger and more spaced apart this is why some people barely use them but [redacted name] classroom she teaches me very unfairly to others
The popular kids always treat their friends a lot better than kids who aren't their friends.
the reason I answered the "I see ways people are treated better because of who they are." question the way I did was because of how [redacted name] usually favorites the girls, but is normally pretty fair.
the school doesnt listen to peoples thoughts most of the time
[Redacted name] does an extremely poor job at this school, unreasonable, arguably likes to power trip. With no focus on improving behavior just punishing's people immediately and screaming at them in the hallways. In fact this school's punishing actions in the from the [redacted school name] APPEARS to encourage racism as a black student was punished more for speaking out against a racist activity while the person doing the action was punished less.
There are people who are treated worse because of their physical appearance or who they are and it's not fair that people cant be themselves or they risk social rejection or worse. Some people can be toxic and make people feel worse about themselves and their traits and sometimes it is difficult to be yourself in school because they feel like they need to act differently around certain people. I can say this because I used to feel this way.



There has to be more education on recognizing and fighting against microaggressions. Pure racism is not common, but microaggressions are what students of color witness or experience likely more than once a week. (though it is extremely important) there is heavy education about slavery and the holocaust, and history classes tend to neglect other types of racism or hardship other ethnic people have faced. For example, when talking about the Korean war in my Junior year history class, the teacher tried to cover it in less than 5 minutes to save time. I felt taken aback by the fact that such a heavy and important topic was brushed over because the teacher was behind in her lesson. Our classes need to do better in incorporating a more diverse education and not focus on two important historical issues for the majority of our lessons. there also needs to be more mandatory classes about these issues that are not electives or classes students have to actively choose on their own.
They should be less strict with going to lockers during class. Small quality of life things like this can vastly improve the school experience. If the board of education is going to force us to be here, at least make it tolerable. Thank you.
this goes back to the mental health aspect but i feel as though this school lets people with mental health issues down and is not there for them in times of need.
This school is fair
This school isn't diverse no matter how much they claim to be. Racism and xenophobia always present behind the walls. I've personally been discriminated against because I'm russian.
[redacted] let me be very clear i love the mahwah school system and all of the teachers but i feel as though this survey is not appropriate
We need more snow days
More snow days = less stress + time to relax a little bit + enjoy the great outdoors.
We should bring Home Economics back
why are we doing this
why does it matter if we looks like a teacher??
why would there be a question on if any adults look like me at school
Will this reflect on my grade???

Are you able to be your authentic self at school? Why or why not?
I am able to be my authentic self at school due to the people that I surround myself by.
Although I am shy in school i feel that it isn't my true self because when i am with my friends i am my true self and express myself more
Around my friends yes, with my teachers, no.
because I feel good at school and I have learned to speak English and I defend myself with that
Depends, people might not like what i have to say, or other people might not want to hear it.
depends. if i'm comfortable sure, if not, then i will be more shy.
For the most part yes, I think at home and outside of school I can be a little more relax, and slightly less filtered which I like.
for the most part, I have spoke my mind most of the time I feel like I would be given a hard time by at least someone in administration
For the most part, it's overall a passive environment. I am able to be myself
For the most part, yes, but I need to be a responsible student for a majority of the time in school so that comes first.
How I am is not effected by the school. I am who I am and don't care about how others think of me. So the school has little effect on who I am.
I am 100% authentic at school because Mahwah is a loving and caring environment
I am able to authentic self at school by thinking of difficult decisions and working my way to get better grades.
I am able to be authentic at school because I have friends that I can relate to and be authentic



I am able to be authentic at school because there is no discrimination here.
I am able to be authentic because of the group around me and my friends who i am comfortable with.
I am able to be authentic most of the time but sometimes in the environment and society we live in today not all ideas are welcome.
I am able to be my authentic self at school because everyone is accepted.
I am able to be my authentic self at school because I am comfortable in my own skin
I am able to be my authentic self at school because I am treated well at shcool
I am able to be my authentic self at school because I can freely express myself to my friends.
I am able to be my authentic self at school because I feel comfortable to be who I am whether or not I am being judged. I know who I am and the people who are here for me are here for me. I don't look for attention and I can really care less about how people view me if they do not like me. I am happy with who I am along with how I am working on myself.
I am able to be my authentic self at school because I have friends supporting me and by me throughout the school day. However, I feel like a bit of pressure is on me being part of the [redacted] but that doesn't mean its a bad thing, because I personally hold myself accountable for things that aren't in my control.
I am able to be my authentic self at school because I have the adults at home and my friends that accept me for who I am and don't judge me.
I am able to be my authentic self at school because, I know that the teachers would not allow injustice and bullying to stand. I might stay quiet based on the fear of being mocked at, but that is all.
I am able to be my authentic self at school since nobody stops me.
I am able to be my authentic self at school, as people around me are kind and not judging. I don't feel judged for being myself.
I am able to be my authentic self at school.
I am able to be my authentic self at school. I have learned to not care about what other think about me. I feel very safe in my school, just wish we had more mental breaks. Sometimes all of the work we get at school can be mentally draining. I can be myself at school.
I am able to be my authentic self because I would not go about my life any other way. It varies whether people feel accepted being themselves, but being an advocate as an Asian American student is something I've struggled with greatly in school environments. It's frightening worrying about whether students or staff will support me and my community, especially while running an Asian-American culture club at the High school. Personally I've grown to present myself however I choose to, but it wouldn't be possible without the hardship I faced in [redacted school name] and the beginning years .
I am able to be my authentic self because of confidence
I am able to be my authentic self in school because I have peers and teachers that support me.
I am able to be my authentic self most the time at school because of the different people in my classes. I'm more of myself in classes that I have a lot of friends in compared to classes where I don't have a lot of friends in I tend to stay to myself.
I am able to be my authentic self with my friends at school.
I am able to be myself at school. I am not treated poorly based on what I wear and my personality.
I am able to me my authentic self most of the time because the teachers let us show who we are through projects. I can also be myself when talking to my friends.
I am always authentic at school as I try and get fun out of it while still getting my work done
i am because i am
i am because I am feel that I am free to be the real mean and not soem person that people want me to be
I am because I'm surrounded by good people.
I am because I've created a safe group of friends where I can be myself
I am most of the time as it's just me I have to represent.
i am not able to be my authentic self since this school likes to mock and judge those who are different
I am not very much able to be my authentic self at school. I don't talk much at school as I do at home, for example. But, I try to treat everyone with a respectful tone.



I am usually able to be my authentic self at school because of my confidence level. I am not afraid to show who I am and what I like. I know that I am sure of myself and I do not have to worry as much as I know a lot of other people worry about themselves because of who I am as a person.
I am, because I know that no harm will come from me being myself at school
I am, I feel comfortable around the people I am with and the school environment.
I am. I feel safe to
I believe I am able to m=be my authentic self at school because I learned to not care what people think of me/ don't take things too personally that aren't important to me.
I believe so
i believe so, because my authentic self is one that is pretty reclusive.
I believe that I am able to be my authentic self at school because I have friends who know me for who I am.
I believe that I can be myself at school, my friends are accepting.
I can be my authentic self at school because I really don't care how people see me at this point, its my senior year and I just want to enjoy it.
I can be myself around my friends and people I know. But, not always around people I don't know
I can but at the same time I am not because of how everyone else views certain things.
I could (most likely) but I just don't feel like it
I could hypothetically, but I just don't feel like it.
I couldn't tell you. A muslim in a whole white school what could go wrong.
I don't know, it depends.
I don't really know. People at this school creates labels for everyone it's just hard to figure out where you stand.
I don't think so because of the judgments that I could get from others because in school sometimes you are obligated to like things or say things that will please others and which is why sometimes I cannot be my authentic self at school. Most of the time I am but there are occurrences where sometimes I will say something according to what is expected to be heard.
I don't think that anyone is an authentic self at school, there will always be people who make fun and laugh at others behind their back and everyone is aware of it, whether they try to deny it or not. Due to this, majority of people will keep some part of them self hidden for only close friends in private places, school is not that, and not a safe environment for that.
I don't think that I can be myself in most of my classes because I don't feel as comfortable with the people around but I do feel like I can be myself in after school activities because it is people that I am comfortable around.
I feel as though sometimes I can not. When people are popular, or fit more into this outline for being someone who doesn't stand out, I don't fit the outline. I feel like I have to be someone I'm not when I'm around many people in this school for the sake of being the same.
i feel as though there are always people making judgements at school, and it is a matter of being able to overlook them and stay authentic. i find that i often am not my most authentic self at school because i do not feel comfortable letting people i am not close to judge my true self.
I feel like I can be my authentic self at school, I haven't seen anyone attack me for being it anyway, I have just kind of been doing my own thing in the mess that is social politics.
I feel that as if sometimes I am, and other times I am not.
I feel that I am able to express my self at school, while still being able to understand other people's view points.
I guess
I guess I am able to be my authentic self, but that is only because I stopped caring what other people think of me, not because I am encouraged to do so. I tone down who I am because bullying is present at [redacted school name] and I'd rather not spend my [redacted] senior year being made fun of. It's not like I am told I should be myself but I really don't care anymore if I were to become the target of being made fun of.
I guess I am because no one tells me not to or restricts me in any way of what I want to do.



I guess, i don't really know how to explain this
I mean yes but I also have to have self control and realize that school has a purpose and their is a time and place for fun
I somewhat do not feel like my authentic self at school because I don't have many people to relate to that would understand my true self. If I were to be around people with similar interests to me, we would probably start a band, dress more punk-like, and value that style of music greatly and try to get our original songs/voices heard.
But, since I lack this, at school I tend to be more introverted and somewhat odd.
I suppose so, nothings stopping me
i think i am becasuse mostly i am just the same person at home also
I think I am because am unapologetically me and treat others with kindness
I think I am or I try to be.
I think I am, because most of the people I am around in school are overall really nice.
I think I am; I would say that at least for me, most people see me as I wish to be seen. I used to have issues with myself, but after some work I feel a lot more comfortable in my own skin and I'm able to be myself.
I think most of the time I am because I always express myself.
I think most of the time I am my authentic self at school but sometimes I think other students expect things from me and then I am not my authentic self.
I think personality wise some teachers don't give students the chance to be themselves in the classroom but overall walking in the halls I can be my authentic self.
I think so
I think that there is a very judgey and clickey culture within Mahwah, making it difficult to be your authentic self. People who dress differently are picked on. For instance, in 7th grade there was this girl who would wear these [redacted] to school everyday and they would always get picked on. Additionally, I have friends who have crazy hair or an original style and I often hear them getting picked on in individual conversations in the hallway.
I try to be as authentic as possible, but some students and more rarely adults. Look unfairly upon people who are different than them. So some people cant be their selves at school
I try to. But it is hard when you go to a predominantly white school.
idk
I'm able to be my authentic self at school sometimes because people are close minded to different things.
I'm always just me.
I'm fine
I'm usually myself but I'm more quiet unless I'm around close friends or people I'm comfortable with
In most ways: the activities I want to be involved in are available to me.
In specific environments yet. When I'm in higher level classes I find there are more people who are accepting of different cultures/identities. When I'm not is when I run into people saying hateful things without knowing any better.
Kind of
Kind of because my friends support me but sometimes i feel like an outsider
Most of the time
Most of the time I am able to be my authentic self at school because of my friends that I am with and I feel comfortable with them.
Most of the time I am, because I feel more free at school and outside
Most of the time I can, sometimes I don't want to make mistakes in class and not participate.
Most of the time yes since I feel comfortable with my friends and teachers.
Most of the time, because I feel safe in school
Most of the time, because in more creative classes I'm able to create things that relate to myself
Most of the time, I feel sometimes it is not the appropriate time or place to be authentic



most of the time. Some times my friends seem to demand a different version of myself but i generally am myself
Most of the time. When I am around people I am comfortable with, I can be myself.
Most of the time/sometimes; I feel comfortable in classes with kids and teachers I know
Most of the time; however, at times social pressure doesn't allow that.
Mostly, I find certain parts about myself unfitting for school so I just don't show it
Mostly, I just have a niche personality.
Mostly. I feel comfortable to be me, but I do have issues with some groups of students that make me limit myself.
No
no bc everyone is judgmental. nothing you can do about it. no matter what, people are going to judge you to some extent.
no because all the students [redacted] here and most teachers
No because at school you are focused on learning and getting good grades.
no because everyones judgmental
No because I am overwhelmed with schoolwork.
No because I can't relate to anyone & barely anybody is willing to talk to me; I also have social anxiety. The community of Mahwah is much different from the one where I initially came from back in [redacted]. Moving here felt like going back 4 grade levels because of how immature & inconsiderate everybody was; The education & teachers are amazing, the students here not so much.
No because I do not relate to most people around me at school.
No because I do not trust anyone here
no because I dont want to get bullied for being asian
no because i have chemistry and geometry
no because im a different race lol
no because kids are mean
no because of the people that are in this school
no because of the rules
No because people judge
No because school doesn't have the things i need or want for how i wan to do them.
no because some close minded people
No because somtimes you have to focus and cant be always goofing around
no because the dynamic of our school is if your different then the white people they look down upon you and consider you to be weird and act annoying about it.
no because the school is very controlling
No because they tell me I can't wear my hat.
no because this school is very odd
No because you have to follow all the rules and act a certain way.
no everyone judges you no matter what
No I am able to be my authentic self
No I am not my authentic self at school because if I were I wouldn't be able to get what is accomplished of me.
No I'm not because it's kind of different going to school with it not being the same like when my parents going to school and being friends with people of the same race. And also feel that I can't relate to people who feel the same things as me, but that also could be on my own part because I don't like to share. So I think I can be able to be my authentic self but I choose not to because I kind of don't feel comfortable and feel that people would understand. I'm not even my true true self with my friends but it's all my own doing.
No not really because the school has many rules and in my opinion they are a little strict on certain topics.
No not really because there is a lot of stuff I would like to say but I would get in trouble for my beliefs most likely.



No not really since I feel like I'll be treated differently if I act truly
No not really. I don't prefer to say why.
no one really is
no thoughts at this time
No you have to watch what you say and do because people are judgemental
No, because I don't want to.
No, because people are very judgmental here.
no, because people make fun of me
No, because the general census is judgemental.
No, because the general populous of the school is judgmental
No, dont wanna be judged or yelled at by someone but other than that its great
No, due to being scared of how others will perceive me
No, I am scared to go to school almost every day, I fear students at times and I fear that something will go wrong and I just can't have that in my life.
No, i dont like school
no, i feel like i have to put up a facade in front of a lot of people so i don't get made fun of
No, I feel like I have to twist my personality in order for people to see me as equal. When I stand up for something people tell me I'm being an annoying feminist or something so I just stay quiet because my opinion won't change theirs.
No, I feel like you have to act a certain way. You have to fit in with what is going on
no, I just come here to study not to have fun , so I go into student mode while im at school
no, i would be expelled quicker than you could say [redacted]
no, if i was my true self(how i was with friends and family) I would probobly be disliked by some teachers and some students
No, I'm a lot more reserved.
No, im really not able to bymyself since students mostly care about if your rich or not rich
No, people in this school have standards that you have to live up to, otherwise it results in bullying.
No, pressure from teachers/work
No, since my authentic self is embarrassing
No, the environment created by staff makes self expression uncomfortable.
No. Because my authentic self is weird on a societal standard.
no. i am afraid.
No. I am unable to be my authentic elf because I fear the consequences that come with it.
No. I feel incredibly judged and often uncomfortable in this school. Not all teachers make me feel this way but there are certainly a few. Not just teachers, but my peers as well. I have found myself in a position only being friends with people I know who do not attend school here. I have taken advantage of my free periods, hiding at the Mahwah public library or at home, simply for a breath of fresh air. My mentality has become school is only for my education. I come and go just for class. My social life here has hit an all time low and I do not find myself open to even speaking sometimes, in class, in the hallways, anywhere.
No. I have opinions
No. It's because I feel like my past haunts me and that I'm afraid that I'll be rejected. I'm not gay, lesbian or any sort of other gender than what I was born with. I am weird, like really weird. I have a need for adventure, but I am also pretty [redacted]. Back then I was an introvert and was taken advantage of. I was basically backstabbed by my best friend in [redacted school name] and by another friend in [redacted school name]. I have trust issues to say the least, and while I'm trying to open up more, I'm still not entirely sure if people will see past my history and look at me now for who I am currently. Despite how awkward things might come across when I talk or when I act, in the end, I just want the best for everyone.
No. Mahwah is not at all inclusive. There is absolutely no mental health awareness, outlets, or anyone we can talk to about it. Students are given an enormous amount of work with barely any time to do it, and Mahwah's only solution for the stress and toll it takes on our mental health is yoga. Or, if anyone is truly



honest about what is happening in their lives they get sent to [redacted name] who does more harm than good. If Mahwah truly cared about the students and their well-being, then they would hire people who actually have the proper mental health training. Putting the suicide hotline number on our student ID's does nothing.
No. People [redacted], I'd rather not be bullied.
No. School discourages own-thoughts.
No; I don't ever truly think of myself as authentic unless in my lonesome.
Nobody is truly being their "authentic self" in school
Not all the time because diversity and authenticity when it doesn't mean white is definitely not encouraged by the student body.
not always because other people in my grade do not treat others well or with respect
Not always, I feel too embarrassed to be my full self in school because of severe judgement from classmates and teachers
not always, it depends on who I'm around, if I'm with my friends and people I feel close with then yes.
Not always, this school is very consistently judgmental with a lot of the kids judging you based off of your ability to speak confidently or dress a specific way, they are some wonderful and amazing people but there are many other people who are very mean and judgmental, willing to lower your self-esteem for a joke
Not majority of the time, people in the school are very unwelcoming.
not really because alot of the students talk about one another with certain cliques
Not really because we live in a society where god forbid you have an opinion that differs from the public majority.
Not really cause people will look at me [redacted]
Not really, as you have to change in school in order to be successful and not get in trouble.
Not really, the environment provided by the school and staff makes being honest with yourself and others hard and uncomfortable
Not really, the teachers aren't accepting.
Not really. I am not able to be "me" at school due to judgement and anxiousness.
Not really; prefer not to say
not rllly bc ppl r rude
not trully because of the atmosphere in school if you want to be liked or fit in you have to conform. im allowed to be my true self in history,music,theater and english classes
of course because i am comfortable in my own skin
Of course everyone's different between when they're in school and in home, but yes, I'm able to be my authentic self at school most of the time.
Of course I'm as authentic as they come
Personally I am able to be my authentic self at school because I am not apart of any minorities
Pretty much but not always around everyone, I change myself in front of certain people.
Some teachers don't let us talk at all during work, when I believe that classwork at least should not be completely in silence
Sometimes
sometimes because I am not confortable around everyone
sometimes because i didn't have [redacted] experience
Sometimes because I feel that I will be judged if I do but around my friends i can be
Sometimes because I just keep to myself most of the time unless with friends or teachers I trust
sometimes because I just stick to myself I do my own thing.
Sometimes because my friends are nice.
Sometimes because no one really cares
Sometimes because of the fact that I'm black, there're some certain things I feel like I can't say when in the class.
Sometimes because there are expectations at school



Sometimes because there are some people that are just mean to me for no reason but it doesn't bother me that much except for when it gets personal.
Sometimes because we live in a very socialemomic community that has major impacts on how people are viewed in the school
Sometimes because most of the time i have to be toned down self of me.
sometimes but not always
sometimes but students can be really mean and people will judge you no matter what
Sometimes depends on the people I'm surrounded by
Sometimes- I am able to do it around my friends because I trust them and they like me for who I am. Around other people though, I am different because I feel scared to show my true self
sometimes I can be my myself but it depends on the people that i'm with.
sometimes I feel limited or "uncool" if I act how I usually act. I'm a pretty lively person and I'm quite energetic. if I see that I'm being judged for feeling like myself then I'll just tone it down.
sometimes idk
Sometimes when the topic of religion comes up people can be bias and think that one example/instance represents a whole population. It could be one person doing this but it makes me not want to talk. It makes me want to correct them but I get too shy.
Sometimes, as it is school and you need to behave.
Sometimes, because I sometimes am not able to express myself fully since I know that other may not agree with what my true self.
Sometimes, because I'm afraid of being judged
Sometimes, because it depends on who I'm talking to for me.
Sometimes, because people are really judgey and they love to talk down on people and i care a lot about what people have to say about me.
Sometimes, but other times not because people will judge or if you say something that others might not agree with then people get upset.
Sometimes, depending on who I am around
Sometimes, depending on who I'm with i can be myself (goofy and weird and smiley), Others I feel that I have to be more protective of myself when around them and obviously I have to be serious sometimes.
sometimes, I got friends. I am chilling.
Sometimes, i guess but not my full true self.
Sometimes, I have friends and teachers who help benefit my sucesess and my mood. But some days I dont feel like socializing so im just in a mad mood
Sometimes, I see a lot of transphobia in this school so I try to always ride the line to have reasonable deniability.
Sometimes, I think I can be myself within reason but some situation call for a diffrent part of myself. Everyone though has their own personality and I can show it pretty freely.
Sometimes, im more or less able to be myself or be true to myself, depending on the situation.
Sometimes, shy.
sometimes, sometimes teachers and others don't want to hear the truth about certain things so it is hard to be yourself and speak your mind
Sometimes, this is because sometimes i may feel judged
sometimes. depends who im aorund. because a lot of people at school are very judgemental and make fun of people different than them so i dont always feel like i can be myself
Sometimes. I feel like [redacted school name] is a forced group and I feel more like myself when I am outside of school.
Sometimes. People expect you to be the social norm, and if you act outside of that you will be made fun of for just being you.
Sometimes. There aren't really many opportunities to express myself in general. The emphasis is on building positive reputations, not on how to get their.



Sometimes. When in class, I have to be reserved and focused. It is also hard because students can be judgmental.
Sometimes; there are always classmates that will try to make you feel crappy for being yourself so sometimes it's better to just stay quiet
somewhat; people judge and talk about it
sort of because im able to be myself when im at my friends houses more
sort of, I have to hold some things back based on previous knowledge of things.
Sort of..... If I was entirely my authentic self, I'd probably get in trouble, but since I don't feel like getting in trouble I try to be as authentic as possible while following the rules.
Sure
Sure sometimes
Sure, no need to be fake?
sure. because I'm chill with everyone i think
To an extant. There are a lot of social expectations and pressures that come with being a [student], and sometimes they prevent us from really showing our true colors in this type of environment, prevalent all throughout America.
To an extent as stating your opinion can be limited.
typically you wouldn't find your authentic self in school??
Usually I can be myself and feel comfortable.
what does this have to do with having an appropriate education
When it comes to being authentic, remember to be yourself. Students can read directly through you, and being authentic and truly meeting them where they're at and getting to know them beyond the surface level.
With certain people yes, with others it is difficult. People aren't as open minded as they appear.
With some people. others no
with the people im friends with yea but with people im not friends with or don't get along with no.
Yea
yea because of my freinds.
yea because people are supportive and are kind
yea because the people make me feel accepted for my race and color
yea most of the time if I am around my friends
Yea, I have no shame in it
yeah because I am myself at school
Yeah because I have my friends
yeah because idc what other people think
yeah because no one really cares, its really cliquey
yeah but only like 1 of my teachers use they/them on me
Yeah I do, but especially with my best friends and the people I trust the most. Around them I really am my most true and authentic self.
yeah i go to the gym
Yeah I really dont care what people think of me
yeah sometimes but i get made fun of sometimes for how i talk and walk and they call me gay of that when i am not
yeah, i don't really care what people think
Yeah, its a pretty easy going school and I have a lot of freedom
yeah; the teachers and staff are supportive of me and that gets transferred top down to the students who know they have to at least tolerate if not support me
Yes
yes , i feel welcomed



yes and no
Yes and no I go to school with a more serious demeanor.
yes and no, the school is a very judgmental environment
yes bc i dont care what others think
yes bc i feel safe here.
yes bc its more stress to be fake
yes beacuse i am
Yes because being my authentic self doesn't depend on the actions of other people. People are people everywhere and they all have their reasons for treating other people poorly. It is our job as human beings to recognize that and not subscribe to it.
Yes because everyone accepts everyone at this school.
Yes because everyone has different qualities.
Yes because everyone is accepting
Yes because everyone is supportive
Yes because friends stand up for me
Yes because I always believe in myself.
Yes because i am a very hyper person
Yes because I am able to be my normal self around my friends because of my ability to relate to them.
Yes because I am able to do what I love.
yes because i am able to not cover up my personality to adults or friends when i am at school and they accept me for being me and not someone else
Yes because I am able too no one makes fun of me.
Yes because i am accepted for who i am
Yes because I am authentic 24/7/365
yes because I am comfortable around my friends
Yes because I am comfortable at school
yes because I am comfortable in the school I dont have to be someone I am not
Yes because I am confident enough to be, and no one gives me any problems for the most part.
Yes because I am encouraged to be who I am.
Yes Because I am given oppurtunitites
yes because i am good
yes because I am in a safe social enviorment
yes because i am me
Yes because I am not judged by others
Yes because I am surrounded by good people who also are themselves
Yes because I am surrounded by people who wont judge me
Yes because I am who I am, not trying to be someone im not.
Yes because I am within classes where I am comfortable with my peers and teachers. All of the peers I interact with are for the most part respectful and we can all get along well. My teachers, especially this year, are all very nice and considerate and it feel like they really do want me to succeed.
yes because i can
yes because i can be authentic by being authentic
Yes because i can be myself at school
yes because i can be normal
Yes because I can be normal around my friends and we make fun and poke at each other and have fun
Yes because I can do things I like
Yes because I can express myself in front of my friends
Yes because I can express who I am in front of my friends.
Yes because i can improve



Yes because I do not care about what people in this school think of me.
Yes because I do not care for what other people think
yes because I don't care what others think about me, so I'm always authentic
Yes because i dont care
yes because I dont care about what people think of me
yes because I don't care what other people are doing so why should they care what I'm doing
yes because i don't care what people say sometimes I would laugh at what they said
Yes because I dont care what people think
Yes because I don't care what people think of me
yes because i dont care what people think of me and jut do what i want
yes because i dont feel forced to act a certain way
Yes because I don't get into any trouble being myself.
yes because I don't like to get involved in different things that could lead to something not good
yes because i dpn't have anyone bothering me
yes because I feel accepted
yes because i feel comfortable
Yes because I feel comfortable around classmates and get along with everyone
Yes because I feel comfortable around my friends and fellow classmates at school.
Yes because I feel comfortable with the people and environment I surround myself in.
Yes because I feel comfortable with who I am
Yes because I feel emotionally and mentally safe
Yes because I feel I can
Yes because I feel I can express myself
yes because i feel safe
Yes because I feel safe around my teachers and classmates.
yes because i feel welcome and safe
yes because i have a good friend group
Yes because I have a good group of friends
Yes because I have a lot of friends and they respect me.
Yes because I have found a group of people that I know will always be there for me and support me.
Yes because I have friends
yes because i have friends and teachers that i feel comfortable around that allow me to be my best self
Yes because I have friends here
yes because I have friends
yes because i have good friends who push me to be my best self, in school ,and out of school at all times.
Yes because I have good friends. And some days when it's harder I just shut myself out
Yes because I have great friends who love me for me
Yes because I have great friends who support me no matter what happens
Yes because I have my friends at school
Yes because I have my friends who support me for the way I am.
Yes because I have never experienced anything that would show me otherwise.
yes because I have real friends
Yes because I have supportive teachers but Ik not all teachers are like that
Yes because I i am comfortable here
Yes because I know that there are rules at school that protect me and allow me to be myself, and the teachers at school enforce those rules.
Yes because I like being myself.
Yes because I like myself for who I am.
Yes because I like the way I am.



yes because I personally do not care about what others view me as, so I always act authentically
yes because i surrond myself with positive people and i have people i trust.
yes because I will talk, listen, etc...
Yes because I'm able to
Yes because I'm going to be myself, I'm not going to change for other people
Yes because I'm not afraid to be who i am.
yes because i'm not judged
Yes because Im supported.
yes because it has the people to help me do that
Yes because kind
yes because my friends are inclusive.
Yes because my friends are similar to me
yes because my friends like my personality
Yes because my friends like who I am and I do too so I just act like myself.
Yes because my friends make me feel comfortable enough
yes because my friends support me
Yes because my friends/teachers make me feel comfortable
Yes because my school is a safe place to express myselfe
Yes because my teachers and friends support me.
yes because no one really cares just be yourself
Yes because no one will judge me if I'm not and I don't feel pressured to be someone I'm not.
yes because none cares what you look like
Yes because of my friends
Yes because other people don't really care how you act and I don't feel restricted
Yes because people accept me for who I am.
Yes because people accept who I am.
yes because people are nice to me
Yes because people support me regardless of who I am.
yes because school is a very safe and open environment
yes because school lets me be myself
Yes because there are many different people in my school and everyone can find a person.
yes because there are people who will accept you for who you are
Yes because they don't try to force me do anything I'm no comfortable with.
Yes because they treat everyone fairly
Yes because this school is accepting
yes because we have kind, open environment
yes becfause i have friends and good teachers.
Yes becuase I am comfortable in my own skin and I enjoy acting the way my personality desires.
Yes becuase I have people to support me
yes but only to an extent bc there is always a need to be like everyone else
yes but sometimes I fear of getting judged
Yes cause I have supportive friends
yes cause im him
yes cuz y cant u
Yes everyone accepts me
Yes for the most part; sometimes it would feel "out of place"
Yes I am
Yes I am able to be my authentic self at school because everyone is accepting to who I am.
Yes I am able to be my authentic self at school because everyone that is around me treats me with respect.



Yes I am able to be my authentic self at school because I feel like I am in a safe environment
Yes I am able to be my authentic self at school because I have many people I can talk to/relate to and have teachers to help me also
Yes I am able to be my authentic self at school.
Yes I am able to be my authentic self at school. I am able to be myself because I know my friends will help me and hang out with me no matter who I am.
Yes I am able to be my authentic self at school. My friends support me
Yes I am able to be my authentic self because I have a lot of friends who are similar to me, support me, and I feel comfortable here.
Yes I am able to be my authentic self because I have friends who are their authentic selves too.
yes i am able to because i don't care what people think
Yes I am because everyone in this school accepts everyone for who they are
yes i am because i ,can express myself
Yes I am because I feel a little comfortable with the people at my school.
yes I am because no one is gonna bully me for being who I am
Yes I am because of the people I surround myself with
Yes I am because school is a safe place where everyone can learn and grow together.
yes I am, I feel that others are welcoming, as long as I am around the right people
Yes I am, I feel that there is an open and understanding community here.
Yes I am, people in this school for what I know people are fair here for what you look like
Yes I am. I do not feel pressure to be different.
Yes I can be my authentic self at school because I don't let other people control who I am.
Yes I can because I have really good friends.
Yes I do Because its a safe environment
Yes I dont feel the need to not be my authentic self
yes i dont have to worry about what others will do
Yes I feel I can be my true self because I have friends that I like to be around.
Yes I feel like I'm able to be my authentic self at school because it's a community where everyone welcomes you and makes you feel safe.
Yes I think that I can be myself at school
yes I try to be as real as possible at school and to my friends. I do not want to be something that I am not. So yes I am very true to myself at school unless I'm in not so great of a mood.
yes idk
Yes I'm able to be my authentic self at school because I have found a place for myself with my friends and peers.
yes im not insecure
Yes in a way
Yes school is EZ, manifest your future and focus on urself.
Yes since im more interested in academics then what people think of me
Yes, able to express who I am with freedom
Yes, and I choose not to be.
yes, around my friends
Yes, bc I cen say whatever
Yes, bc no one really cares
yes, because everyone respects me.
Yes, because I am awesome.
yes, because I am mostly around my supportive friends
Yes, because I am myself at school and feel comftorable.
Yes, because I can be who I am with my friends and without my friends



Yes, because I dont care about other people
Yes, because i dont care what any teacher, or person thinks about what i have to say.
Yes, because I don't care what others think
yes, because i don't feel judged
Yes, because I don't really care if other people judge me in general.
Yes, because I feel comfortable when I am in school.
Yes, because I genuinely don't care what others think about me and just am who I am. Plus, I'm not a very annoying person so I can easily be me.
Yes, because I get to have fun.
Yes, because I have a friend group that supports me.
Yes, because I have created friendships where I can be my true self with no judgement. Anyone that would, however, treat me badly because of my identity, I do not surround myself with.
yes, because I have friends I can be myself around.
Yes, because I have friends that let me be myself
Yes, because I have friends that support me to be my authentic self. I also do not feel like I am hiding something that may be my "authentic self" at school, so I would say that I am pretty authentic at school compared to other places as well.
yes, because I have friends who i am myself around.
Yes, because I have friends who know the real me and like being around me.
Yes, because I have good friends
Yes, because I have no one judging me.
Yes, because I have people around me that will allow me to be my real self.
Yes, because I just be myself and worry about my grades and my personal stuff.
Yes, because I know that my friends understand me for who I am and they like me for who I am.
yes, because i know there are people who care about me and like me for who i am.
Yes, because I'm not afraid of what other people think, nor do I care.
Yes, because it's a safe environment to be myself.
Yes, because [redacted school name] has a very supporting environment.
Yes, because [redacted school name] has many diverse people so I am able to be my self.
Yes, because my friends are here.
Yes, because no one has a problem with me.
Yes, because no one has given me problems for it.
yes, because only bully me
yes, because people are fair
Yes, because people aren't willing to tell me to not be myself
Yes, because school is where i feel great.
Yes, because there are people that don't care about your business and are only focused on themselves, which is good because people can be themselves without having people care.
Yes, because there is a positive environment in class.
Yes, because we have a comfortable learning environment for the most part.
yes, because when im with my friends i can be my authentic self
yes, becuase i am calm at school
yes, becuase i dont care what people think
yes, but i pretty much only talk to people that i know
Yes, but not as loud I can be at home.
Yes, but sometimes i feel that i have to be a more timid
Yes, I act the same here and at home.
Yes, I act the same way at school I do at home.



Yes, I am able to be my "authentic self" and express my opinions and ideas to my peers. Mainly because I don't care if people like me and I don't care about getting hurt or humiliated for my actions.
Yes, I am able to be my authentic self at school because I have friends and teachers who don't judge me for who I am.
Yes, I am able to express enough of my authentic self in school as appropriate in its public environment.
Yes, I am able to express myself because most people are open-minded.
Yes, I am able to talk to my friends and people about stuff that interests me.
Yes, I am comfortable being myself in school
Yes, I am comfortable in school
Yes, I am never pressured to act differently.
Yes, I am surrounded by people who support me and care about me so I feel comfortable being myself.
Yes, I am very comfortable
Yes, I am. I don't think its anyone's business to know why.
Yes, I am. I feel comfortable in the environment I am in.
Yes, I can act pretty freely at school without having to worry about being mistreated
Yes, I can be who I really am if I wanted to.
Yes, I can relate to my friends
Yes, I don't feel judged
Yes, I don't let anyone determine who I am.
Yes, I don't really care about other people
Yes, I don't really care what people think and I have a diverse group of friends.
Yes, I don't really stand out in any way so it's fine.
Yes, i feel accpeted
Yes, I feel as if I act like myself and am myself while at school, whether that be in class or during social events
Yes, I feel comfortable at school and I am able to be who I am. Everything that I want to do at school whether it be academic, athletic, social, etc. I can do. My classmates and teachers make me feel safe and allow me to be myself.
Yes, I feel comfortable being my authentic self at school.
Yes, I feel comfortable being myself around the students and faculty at school
yes, I feel comfortable in the school environment.
Yes, I feel I always present my ideas and work with my teachers/parents on stuff I do not know. I also follow my dreams and work to strive for the best.
Yes, I feel like I can always be myself
Yes, I feel like I can be myself around others.
Yes, I feel like I'm able to be myself at school.
Yes, I feel safe at [redacted school name]
Yes, I feel that I am able to come to school and feel motivated and comfortable to simply be who I am and be accepted by those around me. Most people are motivated to meet new people and are open to new people and conversations.
Yes, I find that I can express and be myself, and no one cares
Yes, I have a good support system and I have good friends.
Yes, I have a group of friends that I'm close with.
yes, I have a lot of friends who i am comfortable around.
yes, I have a positive mindset at school and I feel good here at Mahwah.
yes, I have friends that understand me and care for me
Yes, I have friends who accept me as am.
Yes, I have many friends and feel comfortable.
Yes, I have places where I feel comfortable being my self.



Yes, I have self-confidence.
Yes, I have supportive friends and they are similar to me in many ways and through them I feel like I can be myself.
yes, i like to be my genuine self at school
Yes, I say what I want and what I think about everything
Yes, I say yes because I have a good group of friends around me and I don't really worry about what others think about me.
Yes, I think I am. I have good friends and nice teachers, but I could see why some people might not be able to.
Yes, just to be true of myself.
Yes, Mahwah is a very accepting and encouraging community.
Yes, most of the time I am, but sometimes I am judged for just being myself and it really hurts.
Yes, no matter how one views themselves there are always people who will accept them at our school. I am able to be myself and I feel that no one will or even can drag me down.
Yes, nobody judges anybody.
Yes, nothing and nobody is here to stop me from doing so.
yes, safe place to be
Yes, school is a safe environment for me to express myself
yes, some of my teachers I've had for a long time or I just feel comfortable with so it is easier.
Yes, there are lots of opportunities presented. I am able to take these.
Yes, there is always someone to talk to about things that interest me.
Yes, there is no judgement at the school and I have friends that always have my back and that I can be myself around as well as in my classes around classmates I don't know as much.
Yes, we're encouraged to be who we are. My teachers especially are open to everything and anything
Yes, when I was in middle school I wanted to be like the rest of the American students so I pushed away Indian culture but then I realized it isn't something to push away. To give a straight answer, I am authentic because I let myself be but not because of anyone else.
yes, why would I care about what people think
yes, you will be accepted
yes. because i am with the people who i can trust
Yes. I am not focused on what other's think of me.
Yes. I am proud of who I am and never feel like I need to hide anything.
Yes. I don't care what others think
Yes. I don't feel a need to change who I am for others.
Yes. I don't feel that teachers or others prevent that
Yes. I don't feel too much pressure to not be myself.
yes. I feel fine
Yes. I feel that I am surrounded by people that I am comfortable around.
Yes. I have never had to hide myself at school.
Yes. I share similar feelings to my classmates so I am able to talk to them about it.
Yes. I'm fine at school just as my normal life outside school.
Yes. People accept me.
Yes. School is a place where I can be with my friends and I can be myself because my friends are accepting of that and being myself does not negatively effect anybody around me and contributes to having fun.
yes. stand up for yourself.
Yes. When I feel happy, I can feel happy in school.
yess because i like it my responsibility
yuh, because im nice with it and im good.



Do you see particular groups being treated differently at your school? If so, which groups and how?
a bit bc of the social norms
A few weeks ago there was an instance where a friend of mine was being taunted and bullied because of her ethnicity.
I also overhear comments about other people's body types whether it be on Instagram or in person. For example, one time in the hallway I overheard someone gossiping about who has the most "disgusting calves."
Like I mentioned before, for the past few years I've seen teachers favor certain kids because they're "popular" or play a sport or an instrument.
a group of gusy always laugh when i walk by but i ignore them.
Absolutely, ethnic/racial groups are treated much differently (as in worse) at this school then the predominantly white students of this school. No one cares to say something about it. I see some people of color that attend this school treated like animals by other students at this school.
All groups are treated equally at the school
All the time, and not going into detail.
athletes
bulling is evreywhere
Certain groups at this school are treated differently due to the way they act.
certain people come across nicer and they're normally treated better than those who are mean
Even though I don't personally see it, there are definitely groups who are treated differently at school through teasing and bullying. The main reason a bully does what they do is to poke fun at someone for being different, so it's mainly people who "stand out".
Everyone is treated differently due to who they are. There will always be one group doing it to another. There is no one is not affected by it.
For the most part no because groups tend not to interact with others.
Girls because most boys ignore what they have to say even if they ask them about certain things; they're never taken seriously.
Groups of kids with a learning disability they either get talked bad on or favored
Groups of younger kids or minorities - more likely to be made fun of.
groups that may seem weird to others or who have different ideals to others. They treat them differently cause they do not have the same ideals.
I believe I do see patricular groups being treated fifferently at school sometimes particular the groups of people that hord in the hallways especially this year with the younger grades there are more fights typically with hispanic groups and african american groups.
I cant think of one at the moment
I do not see any groups being treated badly.
I do not see any groups being treated differently at school.
I do not see any particular groups being treated differently at school.
i do not see different groups of people being treated differently, everyone is treated the same
i do see
I do see certain groups of students being treated differently, those with disabilities, who dress different or act different are often talked about, even students who are mostly alone are talked about and pointed out.
I do see particular groups being treated differently at my school. These groups are specifically the minority groups considering that Mahwah is a majority white community. It's hard being a minority in such a setting and with being a minority, you can clearly see prejudice and judgement even though it won't seem that way to others.
I do see some groups getting treated differently but usually just because of teenage drama. I feel like as we have gotten older (freshman to junior year) I have seen a lot less of groups treating other groups poorly.



I do seeing particular groups being treated differently, its the groups that have interests different than the average teenager or people with disabilities and they're treated differently by being made fun because of their personalities.
I do, different races are treated differently, and although it may not always be BAD, we are always treated differently. Especially certain students that come from different countries or embrace their culture more; they are made fun by different people.
I do, I see different races being treated differently from students though not teachers.
i don't know because I barely see groups
I don't know enough to comment on this.
I don't necessarily see particular groups being treated differently at all in school. Everyone is most of the time respectable to one another
I dont normally see it but I know kids in the lgbt+ community sometimes are treated correctly
I don't notice those types of things, even then I'm not sure anyone in this school is really homophobic and if they are, they probably hide it.
I don't particular see other groups of people being treated differently at school. I feel that most people are inclusive of everyone.
I don't really pay attention.
I dont really see any particular groups but sometimes there is unfairness like picking favorites.
I don't really see much happen I kind of just hang around and do my own thing or hangout with friends.
I don't really see people getting treated that differently
I don't see any group being treated differently
I don't see any of that and if I did see them I don't care
I don't see any particular groups being treated differently at school.
I don't see anyone being treated differently
I dont see anything but the r slur is said alot and no one says anything about it
I don't see groups being treated differently at school.
I don't see particular groups being treated differently in school. Everyone is treated the way they want to be treated.
I don't see that really. The only time is see this is as true is when I have a class with respectful people who do their work, teachers are often more relaxed and the class is calm. When I'm in a class with people who give the teacher a hard time is it often more structured.
I don't think so
I don't witness a lot of bullying based on being different. I haven't witnessed a lot of bullying this year in general.
I feel like many kids who aren't the "standard fit" have hard times. Kids with disabilities can be ridiculed, kids who are lgbtqia+ are talked about for being "different" or "weird" and doing things that are "unusual", and kids of different races, specifically black or Indian, often get stereotyped.
i feel like some people have an advantage over others; there isn't a specific group, maybe they just get along well with other people.
I feel like there are some groups at the school that get judged because they do not look or act the same way as the media wants us to.
I feel that people of color seem to have more leeway than other students.
I feel that people treat particular groups with respect and I have never seen a group being treated differently in school
I feel that student's with IEP's aren't treated respectfully by students.
I guess some people do
I have not really seen or experienced much, but I have heard of people who experienced bullying.
I have not seen any particular groups being treated differently at school, but it could be possible that it exists but I just have not seen myself.
I have seen people being racist towards Indians.



I haven't seen any but I have heard of groups being treated differently, I don't know if it is true though.
I haven't seen bullying and people hurting others due in school or real life, but I know that there is some sort of groups that can get hurt.
I mean there is always going to be people treated differently based on looks and personality. It's human nature. Groups that can be treated differently are people that could be weird, known/ popular kids, rich kids, etc.
i no groups
I often don't see other groups being treated differently because I don't really care about other groups of people.
i often find that boys are given easier treatment in classes, with punishments, etc. i have heard boys say slurs and say death threats and receive nothing more than a slap on the wrist. also, in classes, the more eccentric people are always favored and are given better grades on assignments, whereas the quieter people are never given any advantages.
I personally haven't seen a particular group being treated differently.
I really don't see different groups being treated differently since I am a senior and I am not in school as much but when I do see I'll be sure to report it.
I see a lot of homophobia and racism at this school because it is heavily overlooked. some people just state it is a joke, or that it's all in good fun but there is a point where being funny becomes just discriminatory and wrong.
I see a lot of the "unpopular" kids being treated poorer or like their opinion doesn't matter but the "popular" kids are treated better and others act as if their opinions have more value
I see freshman getting treated wrongly for being young, people who may not have the latest fashion trends at school, maybe if someone changed their hair.
I see groups of minorities being made fun of sometimes
I see groups who are people of color not being treated the same by other students who are not people of color or are also people of color but discriminating based off heritage.
i see it being better
I see nothing
I see people acting differently around groups or individuals with special needs. Students are not particularly mean most of the time but one can tell that their attitude changes when with a student with special needs. Maybe they don't know how to act around these students because they don't want to be disrespectful
I see some groups being treated differently but I am not about to expose them so I am not telling which.
I see that the like not so popular groups get treated different than the popular ones because they are not all the same.
I see them treated better for their beliefs, and even accommodated for their insane and unintelligent needs and i think it's absurd.
i think everyone treated equally
I think that all groups treat all other groups with some form of disrespect, because they have different interests and personalities than them.
I think that anyone can get treated unfairly, whether it is based off of their race or sexuality or physical appearance.
I think that kids that are deemed popular or more liked by the teachers get treated better like they can be louder and be more obnoxious than other students without getting in severe trouble.
I think that most people and groups of people are treated, fairly at school.
I think that others are some times treated better depending of their race, or how rich they are.
I think that people of color are usually accepted in a normal manner, however there's always an apparent difference in our [redacted] experiences (in terms of ethnic/non-ethnic students). I know every ethnic or "different" student has witness at least three types of racism, discrimination, or prejudice from teachers,



staff, and other students. Many of my peers and I have accepted the fact that it's just a part of our experiences, which shouldn't be in the future.
I think that there is still some prejudice against people that have special needs. Other than that, people do not really treat people differently based on their race or if they are lgbtq+ (most people don't know if other people are anyways) even if they are prejudiced inside. (if that makes sense)
I think that we are all treated equally and fairly by the teachers and staff at this school
I think that within Mahwah there's a lot of homophobia and racism prevalent that no one is willing to do anything about. Last year in [redacted name and class], many of the boys around me were saying various homophobic and racist slurs yet the teacher did nothing about it. Additionally, there's also a large amount of sexism within the school, especially in regards to men talking over and silencing women.
I think the LGBTQ students here are treated horribly. I've heard, personally, students being purposefully misgendered and slurs such as the f slur being used to target or harass other students. If not at the students, people use the word as a part of regular vocabulary. As I was sitting here I literally heard the person sitting across from me use that same slur I was just writing about. I think it's a massive problem not only here, but everywhere, and students should be taught the implications of these words and why they shouldn't be used.
I think the more "popular kids" get more attention than any other students.
I think the students at school are treated the same.
I think you should do a lot better with treating gay people at this school better. I've seen kids get bullied to no end for having two moms.
I usually see all groups of people being treated equally.
idk I do my school work get good grades and leave.
Idk maybe more quiet kids or groups getting picked on
I'm not sure, I feel like there are certain groups of kids who get treated better than others.
I've never seen a group be treated differently at my school.
just depends on if a group is interested in different things than others and acts differently from others
just the usually popular people
kind of
Mahwah high school is a greatly diverse school which is a very great thing. At times insensitive jokes can be made and that needs to be stopped
Mainly disabled kids with people taking advantage of them.
male athletes are above the rules
Maybe some alt/emo kids or people of the LGBTQ community
Most of the time people are treated fairly
[Redacted name] treats people differently for no particular reason. I don't think she's treating people who are physically different wrongly I think she simply just treats people like that.
no I do not.
No all groups are treated similar
no bc ive never been mean to anyone that would want them to not like me
No because I don't pay attention to anyone else's situations.
No because I don't pay attention to those situations.
no because I only really stick with my boys
no clue
no everybody is treated the same
No everybody seems to be treated fairly .
No everyone is treated fairly I don't see any bullying.
No everyone is treated the same here, most of the time
No i am not aware of any groups being treated differently
No I do not see any particular groups being treated differently at school.
No i dont see any particular groups being treated differently at our school.



No I have not viewed groups being treated differently
no mahwah is amazing
No not really we are all treated the same
no one is treated differently
No one is treated differently at the school.
no people are treated the same
No they are mainly all treated the same
No, all are treated the same.
No, all groups are treated equally.
No, everyone is treated fairly.
No, everyone minds their business
No, for the most part people stay in their own lanes, not messing with other groups that are different. At most, people would talk about the differences in the groups but not act upon that.
no, groups dont interact with other groups, only people to people
No, I do not see any groups being treated differently.
No, I do not see particular groups being treated differently.
No, I don't personal see it but It might be going on.
No, I don't see any groups being treated differently at school. I think this school is actually very inclusive based off my experiences and from what I have heard from my friends and family who go here.
No, I don't see any groups being treated differently.
No, I don't see groups being treated differently at school.
No, I feel that everyone gets treated fairly based on how they treat other people. If someone treats someone else with respect, I believe that they are treated with respect. If someone is rude to other people, I believe that they are treated rudely. I don't see any unfair treatment in this atmosphere.
no, i see mostly everyone treated the same.
No, I think everyone is treated fair.
No, I think everyone is treated fairly and equally.
No, no group specifically
No, not really. Our school is fine and everyone is accepted.
No, personally I have not seen particular groups being treated differnently
No, the only people that are treated differently are people that in the eyes of the student have done something to offend them. People in this school won't treat you different because of how you look or are, but they will treat you differently based on what you do.
No, there are no groups that I see being treated differently at my school.
No, there is equality.
No, we are all differently perfect.
no. we are all equal. Also equity audit people dont [redacted] on my school its pretty good and every teacher is good and nice so dont give a bad rating.
No. We are all treated as students because it is a school.
none really, not that I can remember
Nope, all groups treated equal
Not entirely unless you count the freshman class being treated like children most of the time.
Not groups but some individuals are made fun of for doing things many others don't.
Not in particular
not necessarily groups, but specific people
Not really because everyone kind of does their own thing. There's no judgement to other groups of people.
Not really but if someone says something that someone dosent like they will timetimes defend themselves
Not really by teachers and faculty but students will treat others differently.
Not really from my view.



Not really I am pretty chill with most people
Not really, but I am not sure.
Not really, except people that misbehave.
Not really, I feel as if all groups are treated the same. There is definitely distinct groups that split up sections of the grade but nobody really bothers each other
once in a while african americans
Once in a while, I see shy kids getting picked on a little bit but nothing serious.
Only people that misbehave.
People in lower-level classes are sometimes excluded or seen differently by those in higher level classes, their learning level is sometimes used as an insult by others when things get tense between them. This doesn't happen frequently, but it does exist & is seen as normal/ok when done, nobody sees anything wrong with it.
People that dress or look differently specifically targeting their interests, the way they look or how they identify.
people that struggle with mental illness and LGBTQ+.
people with disabilities, lgbtq
smarter.
Some groups may be judged more/less harshly by other groups at the school; there is no one specific group which is treated negatively by everybody.
some of the unpopular kids being called names
some woman and people of minority groups
Some, minorities or shy people
Sometimes
sometimes because some people are a little different than others
Sometimes but for the most part not really, I cant think of a group though
Sometimes but not always.
Sometimes I see the people who have different interests than the average teenager be treated differently or kids with disabilities.
Sometimes if it's a group of queer people or a group of people of one race, people make assumptions are make little remarks.
Sometimes in school I see groups that are separated from the majority because of their interests. This doesn't particularly mean that they are being mistreated but just not involved in all events.
Sometimes people of other races aren't treated the same or given the same oppurtunities
sometimes people who have identity changes with gender
Sometimes the more popular people are treated better than less popular people
Sometimes yes I do, there are rude assumptions made
Sometimes, it's usually kids that don't talk a lot and are a bit socially awkward
Sometimes, like people who are in band and theater get treated differently because they do things that some students would consider "uncool" and make fun of them for that.
Sometimes, there are instances where some teachers treat people differently based on gender
Somtimes, but I think it's just because certain groups are friends with other certain groups, I don't think it is ALWAYS for this super wrong reason, sometimes its just a coincidence.
Teachers r rude towards black people.
the kids who are slower learners get bullied or people that are bigger then others
The kids who play video games all day get made fun of.
The people that are considered "popular" are all treated different, they get more love and support but the only reason they are considered popular is when they do drugs or vape
The popular "pretty girls" are sometimes favorites (not in a bad way, its just something I've noticed)
The sports groups are always favored by teachers.



The sports kids seem to be treated better than everyone else
Their is an obvious divide between groups such as by "class" or by popularity. There may also be a divide between level of "smarts" by by public reputation.
there are multiple groups of people who stick with their own friends, so no.
There is not really overt racism, but there are stereotypes and micro aggressions.
Those are venture further from social norms may be thought of as different than those who follow the flow.
those who are disabled . people make fun of them alot or are just simply mean to them
Those who take lower level classes are sometimes are looked down upon.
There is some cultural insensitivity to those who are not white.
Usually bigger and more athletic kids picking on weaker and smarter kids like me.
Well besides groups that regularly cause trouble, most groups I see are treated equally.
Well, different friend groups act a certain way to other friend groups compared to other ones.
Women. Constantly being doubted by others and never taken seriously.
yea mostly anyone that isn't white, mostly Asians. They get treated different even mimicked, weird looks and made fun of.
yea specific white boys are rude and were rude to not only me but my mother outside of school.
yea, the [redacted] ones
yeah every high school has bullying no matter what its just life
yeah mainly just groups who enjoy certain things or topics and they are just like laughed at but not anything horrible
Yeah my old friends dropped me for being who I really was because I felt good about it but they did not like it they would not put up with me. So they left me and went back to there old friends and now they try to talk to me and be fake and I am not here for it they really hurt me and my metal health. It is not as good as it used to be because of what they did they had put me in a bad spot in my life and they make fun of me and talk about me when they want me to not talk about them but they can talk about me like that is not ok and I do not like it it's hurtful to me. They give me bad looks in the halls and are like eww but I feel like they are just mad because In have moved on and they can't because they still try to talk to me and call me.
Yeah, most of the time athletes and others with a family background in mahwah get treated way better.
yeah, people who dress darker, people call them "emo"
yes - people have different perceptions of different cliques - often stereotype based on looks
Yes a bit
yes and i would like to not name names
yes black people are treated differently and treated unfairly based on what they do, say, or wear.
yes everyone is in their high school popularity phase.
Yes friends groups treat each other differently
Yes i see different groups get treated differently, but the groups change because of usually unnecessary drama.
Yes like theater. There judged as weird.
yes many individuals who are LGBTQ are treated diffrently while the popular girls and jocks are praised but anyone who doesnt fit in gets casted out anyone with a sliver of individuality is cast out
Yes my friend group because I feel like there is always at least one or two teachers walking past us and eyeing us down.
Yes people who have different interests then the normal teens
yes people who need more help.
yes some "outcasts" or "nerds" are laughed at during school and made fun of
Yes some kids have certain privilege's that other kids don't there isn't a specific group it just depends on the child. Mahwah allows certain kids to carry a sense of entitlement that I think is unfair to all the other students.
Yes some people are most definitely treated differently
Yes some people get made fun of more



Yes sometimes people get made fun of for how they look or what they wear
yes the emos in our school get treated in a not so good way in my opinion
yes the emos.
yes the [redacted]
yes the popular kids get treated better
Yes, "unpopular" people
yes, at times there are others who act differently around those with disabilities but they are never rude to them face to face.
Yes, because certain come across differently, and in school I don't think people are their authentic self.
Yes, because some people are emo
Yes, definitely. Mostly people who are of certain religions, and people who often are alone.
Yes, especially towards students of color. Multiple teachers this year alone have been outwardly racist, said harmful slurs, and ostracized students of color yet when the students report these instances they are never believed. The proper action is never taken against the teachers, and the only respite students are given is transferring out of the class. But what does that do to prevent staff members from hurting another child?
Yes, I do see members of the LGBTQ+ community being made fun of with words.
yes, i see a lot of women not being valued and their opinions not being heard
Yes, I think it is groups where people know them.
Yes, mainly "outcasts" and some ethnic groups are marginalized by some students
Yes, many students are treated differently by staff because of overall looks and abilities
Yes, men are discriminated against in the grading process.
yes, once in while the african american race is judged
Yes, people who are given that additional oppurtunities.
Yes, queer people and people with disabilities are made fun of.
yes, sometimes
Yes, teachers, coaches, and the principal as well as other staff treat students especially athletes and "well known" people with more respect, care, and consideration than other students.
Yes, the people who smoke and vape in the bathrooms because it's gross
Yes, there's different popularity and stuff but it doesn't really matter
Yes, this school is mostly white privileged Italians. They are considered the majority, anyone who isn't like that usually gets discriminated against.
Yes, you can absolutely see that people are treated differently if they are "different" to certain groups of students
yes. They're being nice to each other.
Yes. Anybody who's white, attractive, or has money is typically treated differently, getting more handed to them more easily. It's an unfair reality.
Yes. I hear white people speaking in a blaccent and impersonating other races. About all the friend groups I see are divided by gender. My queer friends are regularly harassed by people who genuinely wish they were dead. I'm addressed by the f slur instead of my actual name by several people.
Yes. I would prefer not to say.
yes. I've seen a specific teacher treat certain race groups of students differently than others. I also see students of color being treated poorly by white students.
yes. some boys have special treatment. also a lot of "unfortunate" kids get special treatment.
Yes. Sometimes due to someone's ethnicity/race, gender, political beliefs/affiliation, or religion -- they are treated differently. Most teachers are fair, but I have one teacher who appears to have more of a bias on affiliations such as those.
Yes. Sometimes people are judged based on the way they look or act if it doesn't fit with what they do.
Yes. Typical "nerdy" or "weird" friend groups will always be made fun of. The more "normal" friend groups will make rude jokes or comments about kids who have different interests or look different from them.
yes; certain friend groups/ people people avoid, talk about,



Betsy Ross School Report

The audit team had the opportunity to speak with 46 people (breakdown below) and conduct 7 classroom observations within the Betsy Ross School community on January 18, 2023, between 10:30 am – 1:00 pm. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The audit team also spoke to students while conducting classroom observations.

- Administrators: 1
- Instructional Staff: 15
- Non-Instructional Staff: 5
- Parent(s)/Guardian(s)/Caregiver(s): 5
- Students: 20

Surveys were also completed by 325 stakeholders within the Betsy Ross School community (breakdown below).

- Students: 255
- Parent(s)/Guardian(s)/Caregiver(s): 57
- Staff: 13

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Betsy Ross for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to Betsy Ross School. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity audit process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Betsy Ross scored themselves a 9 out of 10 in Classroom Culture, noting multiple strengths including: responsive classrooms, whole school morning meetings, classroom morning meetings daily to build community and share identities and cultures, a part time school counselor, Zen Dens and Calm Down Corners in classrooms, individual greetings at the classroom door each day, student of the week to promote positive citizenship, an immigration unit in 3rd grade to celebrate heritage, kindergarten social studies unit on holidays and cultures, mentor texts about cultural celebrations, classroom jobs/responsibilities giving students ownership in the classroom, and SEL check-ins throughout the day. A desire for welcoming posters or



signage to promote an inclusive environment and visually representing all student backgrounds and holidays were noted as potential opportunities for improvement.

Honoring student experience allows students to feel that they are seen, valued, cared for, and respected while having the opportunity to learn from each other's unique perspectives in the classroom. Survey data showed that 76.87% of student respondents feel good about themselves, at least most of the time, which is likely a reflection on students feeling valued within their classes. Classroom observations reflected several positive experiences showing students being honored at Betsy Ross, including teachers meeting students where they are at and using encouragement to empower students, allowing students to share directly with the class to share their thought process, and growth opportunities centered around Martin Luther King, Jr. Day. Adult responses to the survey question asking whether students are valued as unique individuals showed that this happens at least most of the time, with 84.62% of staff and 92.99% of parents/guardians/caregivers answering positively.

Thoughtful classroom setup allows students to explore their classroom and the materials within it without boundaries or obstacles. Beyond physical setup, a thoughtful classroom creates an environment in which students build relationships and practice communication with their peers. This experience can allow students to explore the diversity of those around them and learn more about the cultures represented by their peers. Students who can feel this sense of connection are significantly more likely to engage in the lessons and feel a sense of pride in their learning.

Shared inquiry and dialogue in classrooms allow students to explore how they are alike and different, giving space for questions and discussion about student similarities and differences. Observations at Betsy Ross School, along with survey data collected, demonstrated that although 16.47% of student respondents do not know if they can share how they are feeling without being judged by other students, 61.57% of survey respondents felt safe to share their thoughts and feelings, at least most of the time. The staff and parent/guardian/caregiver responses to students being encouraged to share their words trended more positively than the perception of the students, with 76.92% of staff and 80.71% of parents/guardians/caregivers answering that students are able to share their thoughts and feelings without judgment, at least most of the time. Although all numbers are valid and reflect personal opinions, it is critical to analyze how students are feeling in the classroom. With a 15-20% difference between the student and adult perception is something that would definitely benefit the school to unpack further.

Social-emotional and physical safety are essential to promote student success in the learning environment. At Betsy Ross, 65.49% of student survey respondents felt that other students are nice to them and 83.92% of students reported feeling safe in their school, at least most of the time. The student comments for the classroom culture segment of the survey included references to feeling picked on or teased in 28.57% of the comments, which may be lending to a lack of feeling safe socially and emotionally.



Parent/guardian/caregiver responses show that the majority of families feel safe sending their children to Betsy Ross, with 87.72% of respondents agreeing to the school providing a safe environment, both physically and emotionally, at least most of the time. While only 10.53% of parent/guardian/caregiver respondents reported that the school is only sometimes safe, 33.33% of those respondents had a student with an IEP enrolled at Betsy Ross. This may indicate a need to assess if there are any issues with bullying or teasing of students with different learning needs. Interestingly, staff were the least optimistic about students feeling safe in school, with 7.69% of respondents reporting that students are never safe and 15.38% reporting that students are only sometimes safe. The school Self-Assessment referenced a few ways in which social-emotional safety are being promoted, including the Zen Dens and Calm Down Corners, along with SEL check-ins throughout the school day. These SEL efforts allow students to center their emotions during the school day and they encourage students to talk about their feelings and ask for what they need before they disconnect from the classroom and/or act out. This also empowers students to learn their own personal boundaries and how to articulate them to classmates and teachers. The audit team saw examples of many of these pieces while conducting classroom observations and while on-site conducting focus group interviews.

Throughout the Self-Assessment, there was a lack of reference to Betsy Ross' disciplinary approaches or methods to use a values-based approach to consequences. According to the adult survey results, 15.38% of staff respondents believe that discipline never occurs in a fair and appropriate manner, though none of the respondents who answered this way left any comments about why they disagreed. Although, no parents/guardians/caregivers reported that discipline is never fair or appropriate, 33.33% of respondents stated that they have no experience or do not know enough to be able to answer. Whether a child is disciplined or not, it is important for families to understand the discipline techniques and styles. The audit team recommends providing general information to all stakeholders regarding discipline techniques and strategies. Students appear to understand the rules, even though the staff do not necessarily agree that the consequences are distributed appropriately, with 81.96% of student respondents saying they know, at least most of the time, the rules and what happens if they break those rules. Observed discipline was varied, including instances lacking redirection such as allowing a student to lay on the floor and disengage from the class and a teacher using only silence until everyone paid attention. The audit team acknowledges that there might be multiple reasons why some students were allowed to disengage from instruction, including accommodations and other behavior plans; without having that information, the observation was simply recorded as an observation. During observations, there appeared to be minimal redirection occurring in many of the classrooms, with students being allowed to continue distracting behaviors such as disrupting the classroom, talking out of turn, or acting out for attention.



Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity audit process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, Betsy Ross scored themselves a 7 out of 10 in Family & Community Engagement. Some of the self-identified strengths that were shared in the Self-Assessment included the parent/family group, American Education Week, November Back to School Night, September Family Night, June Parent/teacher conferences, and November Screen on the Green. Betsy Ross also reported utilizing the SayHi App, an app that helps families communicate in multiple languages. The Self-Assessment also shared how proud the Betsy Ross community is of their Science Day where families join in and participate in Field Day. Families also participate in the Alphabet parade held in June with the Kindergarten students and serve as Mystery Readers via Zoom as well as inviting families in for classroom parties. The Self-Assessment also noted an opportunity for improvement: making sure all families feel welcomed, valued, and heard.

Culturally sensitive communication is defined as being inclusive with language, including materials sent home as well as language being used (both verbally and written). For example, when looking at the website and other materials, are there references to mom/dad or is it more inclusive to look at many different family structures? Culturally sensitive communication allows all members of the school community to feel seen, heard, and instills a sense of belonging. The adult survey found that 85.97% of parent/guardian/caregiver respondents and 61.54% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The district scores were slightly higher, with 89.48% of parent/guardian/caregiver respondents and 69.23% of staff reporting that communication from the district is inclusive and sensitive to different family dynamics. This inconsistency might be something worth reflecting on within the Betsy Ross leadership and to compare communications sent from the school compared to communications sent from the district.

When discussing important topics that impact the whole community, it is important to include a variety of voices throughout the community at-large. Including family and community wisdom provides a richer, more robust understanding of the overall needs of the community. The inclusion of family and community wisdom reflects the importance of including diverse perspectives, in learning opportunities, conversations, and decision-making. When asked about whether families are encouraged to participate in school-level activities, 98.25% of parents/guardians/caregivers and 92.30% of staff said they are, at least most of the time. Contrary to the information above, the district scores were slightly lower in comparison to Betsy Ross with 84.21% of parents/guardians/caregivers and 82.31% of staff agreeing, at least most of the time.



This could portray a strong connection between the families of Betsy Ross to the school; it could also portray a slight disconnect between the families of Betsy Ross and the district, in regard to being welcomed and/or invited to events/activities.

Increasing the connections among families will allow Betsy Ross to leverage the eager and interconnected network throughout their community. One way to leverage this is utilizing their parent/family groups. The parent/family group within Betsy Ross meets monthly to coordinate special events and activities for the school. The district parent/family group fundraises to provide grant opportunities for curricular experiences. These efforts allow family members to connect and develop a sense of community that will strengthen their connection to the school as a whole. With this being said, it is also important to note that some of the people interviewed during focus groups shared that although there are opportunities for families to become more involved, the people who participate are typically the same people. It is important to be as intentional as possible to provide increased connections among ALL families – not just the families who ‘show up’. This will be discussed further in the District themes.

One of the ways Betsy Ross utilizes local resources is through the Thunderbird Partnership. The Thunderbird Partnership is an opportunity, available district-wide, for parents/guardians/caregivers and community members to share their expertise and experiences in connection to their learning with students within the schools. The audit team was provided multiple documents and a plethora of information regarding the Thunderbirds Partnership program; however, in speaking to both staff and other stakeholders, it was evident that the program was not utilized as much as it could be. Increasing partnerships with community organizations along with maximizing and expanding the Thunderbird Partnership program will help solidify the school's connection with the many local resources at their disposal.

After reviewing the survey and interview data, it was found that more focus on developing engagement with the community around issues and problems would provide a sense of connection and stakeholder investment. 68.43% of parent/guardian/caregiver respondents reported community members being encouraged to collaborate with the school while 69.23% of staff felt the same, at least most of the time. Moving to the district, 54.39% of parents/guardians/caregivers and 53.84% of staff felt this way, at least most of the time. It is important for schools and districts to leverage the perspectives of all stakeholders through collaboration and communication to increase a sense of connection with the community as a whole.

Instruction

Within Instruction, there are five main concepts that are examined during the equity audit process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.



On the Self-Assessment, Betsy Ross scored themselves an 8 out of 10 in Instruction. The Self-Assessment noted strengths in differentiation of instruction, small group instruction in the areas of reading and mathematics, use of Reading, Writing and Math Interventionists, and use of WINN (What I Need Now) Time for students. The Self-Assessment also noted two district initiatives, the Thunderbirds Partnership and the use of DEI Mentor Texts in ELA classrooms, as strengths that have helped to enhance instruction in ways that are aligned to the district's efforts to advance diversity, equity, and inclusion in its K-12 schools. The Thunderbird Partnership program has helped to enhance instruction by allowing guests from the MTPS community to visit the school to meet with students to share their knowledge, talents, and insights with them in ways that connect their stories to curricular concepts that students are learning. The DEI mentor text initiative, while relatively new, was initiated in the district's K-3 schools to strengthen instruction by creating a structure that would allow teachers to engage students in the reading of diverse texts that are connected to monthly diversity themes (e.g., National Hispanic Heritage Month, Black History Month, etc.). In addition to the many strengths notated, the Self-Assessment also noted an opportunity for improvement being the need to provide more opportunities for all students to see themselves in the curriculum and "experience others' lives in the curriculum."

The first concept of instruction is critical engagement with material. This concept examines how teachers use materials and resources to support intellectual engagement among students and deep learning of content. To examine the implementation of this concept of instruction at Betsy Ross, the audit team conducted classroom observations and reviewed survey results from both adults and students within Betsy Ross. In a review of the survey results, parents/guardians/caregivers and staff respondents had comparable perceptions. When asking adults if students are critically engaged with materials and taught from different perspectives, 47.36% of parents/guardians/caregivers and 53.84% of staff agreed, at least most of the time. These findings from the surveys are consistent with the audit team's classroom observations. The team observed that in 50.00% of the classrooms visited, critical engagement was evident. In one classroom, for example, the teacher provided opportunities for students to answer questions that helped to normalize students' ability to share their thinking about lesson concepts. In another classroom, the teacher supported students in making real-world connections to better understand important details from a reading selection. In classrooms where critical engagement with materials was not present, students completed skills-based tasks and they were not challenged by teachers to think deeply about its connection to bigger lesson concepts. The team also observed that when teachers attempted to use questioning techniques to engage students in discussions about lesson concepts, they were not encouraged to justify their reasoning in ways that would help to reveal their unique perspectives and insights shared. To strengthen the concept of critical engagement with materials at Betsy Ross, it is important for teachers to work collaboratively to examine best practices in instruction that will support students' deep learning of content. It is



equally important for them to develop a shared understanding of what successful implementation of critical engagement with materials looks like and sounds like during instruction and determine a way to evaluate the success of their efforts to strengthen this concept of instruction.

The concept of differentiation was noted as a strength on the Betsy Ross Self-Assessment. Differentiation is an approach used by teachers during instruction to engage students in ways that are responsive to their unique learning needs and interests through access to classroom discussions, activities, resources, technology and support. When asked if students are given the opportunity to learn at their level, 85.96% of parent/guardian/caregiver respondents and 76.93% of staff respondents said yes, at least most of the time. While the responses in the parent/guardian/caregiver survey were positive overall, there were comments related to a need to accelerate the learning of gifted students and learners who are on grade level through opportunities for enrichment. During the on-site observations at Betsy Ross, the audit team witnessed differentiation techniques being utilized in 87.50% of the classrooms observed. In these classrooms, teachers engaged students in learning through skills-based center activities and student choice opportunities in which students were permitted to make decisions about how they wanted to demonstrate their understanding of lesson concepts. Paraprofessionals were also available in classrooms to support students as they completed independent practice tasks. Teachers provided students with additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 50.00% of the classrooms observed. This was evident when teachers provided explicit instruction to students in accordance with their learning needs through flexible small group opportunities. In addition, reading interventionists provided support to students in small group. The audit team observed an interventionist using instructional techniques such as modeling and questioning during instruction to support students as they learned to use text features to comprehend a reading passage. These observation opportunities were instrumental in helping the audit team to understand how differentiation techniques are employed at Betsy Ross. The team was able to confirm strengths in differentiation that were noted in the school's Self-Assessment. In order to advance the implementation of differentiation techniques at Betsy Ross, careful consideration must be given to providing learning opportunities that challenge all levels of learners, from the advanced learner to the struggling learner, as well as students who are on grade level.

Cooperative and collaborative learning opportunities help to deepen students' understanding of lesson concepts while fostering intergroup relationships. When done well, cooperative learning opportunities strengthen students' abilities to learn from peers with different backgrounds and perspectives. This is an asset to instruction because it provides students with equitable access to content, and it maximizes their participation and engagement. The audit team examined this concept of instruction through a review of survey data and classroom observations. The team observed an apparent disparity between the perceptions of adults and students within the Betsy



Ross community. Adult respondents felt favorably that students are given opportunities to work with their peers in collaborative environments with 84.21% of parents/guardians/ caregivers and 84.62% of staff believe that this happens, at least most of the time. However, only 49.81% of student respondents felt that they were given opportunities to work in cooperative groups. The audit team visited classrooms to gain additional insight into the implementation of this concept. The team observed that cooperative and collaborative learning was somewhat evident in 50.00% of the classrooms observed. Based on what was observed while on-site, the student perceptions are more aligned with what was observed. The audit team recognizes that the observations are only a small snapshot of what occurs in the classroom on a daily basis; at the same time, this might be an area to reflect on ways to enhance cooperative and collaborative opportunities for students.

Real-world connections help students to relate classroom materials to their own personal lives, making it relevant to students. This can improve retention and understanding of the information presented. The audit team witnessed students making connections between curricular concepts to their real-life experiences in 25.00% of the classrooms observed. In one classroom, students shared connections that they made to the article that they were reading about mussels. One student said: "I do not like seafood, but I love sushi." The student continued by sharing a connection to eating mussels at a restaurant. Another student said: "I have muscles." The teacher explained that the subject of the article was not about the muscles in the body, but it was about mussels that are found in the ocean. The teacher showed the student an image of mussels by conducting a search on her cell phone. When teachers are successful in incorporating real world connections within instruction, students are better able to connect what they learn to their lives and to the world around them. Moreover, when they are able to make meaningful connections between learning and real life, it helps to promote engagement and to strengthen positive identity development and increased achievement. Therefore, in order to advance this concept within instruction at Betsy Ross, teachers must continue to look for opportunities to discover the relevance between what students are learning and their lives as well as the world around them.

Assessing students in terms of their growth focuses on the individual experiences of students and it helps to establish equitable assessment practices. Goal 3 in the District Professional Development Plan indicates a goal of: "Build the capacity of all staff to: track student achievement/results of individuals and groups and to use assessments as tools to plan for future action." During focus group discussions, the audit team learned that participants are knowledgeable about the district-wide focus on using assessments as tools to track student learning and, also, to measure their growth in achievement over time. They also shared that, in accordance with Goal 3, they have data meetings with district supervisors, administrators, and colleagues to review student performance on various assessments. The insights shared during discussions with focus group participants was supported in the audit team's review of survey



results with 82.46% of parents/guardians/caregivers and 76.93% of staff agreeing that student learning is assessed in terms of growth, at least most of the time. The audit team learned that while staff recognize the intention driving the district's data analysis efforts, many reported feeling overwhelmed and unsure about the connections between data that they are directed to collect and analyze and its' relevance to their day-to-day assessments of student learning. Making this connection between data was also reflected as an opportunity for improvement in the Self-Assessment noting a need to use assessments as tools that are "developmentally appropriate and purposeful to drive instruction" and "progress monitoring for students." The audit team identified teachers' use of values-based assessments in 50.00% of the classrooms observed. In one classroom, the teacher explained to a member of the audit team that they were using the students' phonics assignment to collect evidence of their progress towards grade level standards; this information would be reported on the students' standards-based report cards. In another classroom, students worked independently while the teacher completed running records that measured students' literacy skills. The observations from the classroom visits helped the team determine that the use of values-based assessments are at least partially evident at Betsy Ross; however, in order to advance this concept successfully within instruction, it is important to consider ways in which teachers can be supported, by leaders and supervisors, in their efforts to not only track students' growth over time and analyze patterns in learning data, but to also use assessments as measures that will give them insight into students' strengths so that they can use that information to structure meaningful learning opportunities that elevate what students are able to do through their unique contributions to the learning experience. This will help to yield successful outcomes in student achievement over time.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Betsy Ross scored themselves an 8 out of 10 in Identity within Curriculum. The Self-Assessment noted multiple strengths, including: students being given the skills/space to describe themselves and others through connections to ELA concepts related to discussions around character traits, Physical Education (PE) lessons that address identity in health and gender stereotype standards, opportunities to explore identity throughout the school community through student recognition opportunities such as *Star of the Week* and *All About Me* activities, the use of Responsive Classroom helping to influence language between teachers and students in ways that help to shape student identities through character development. In addition to the strengths noted, the Self-Assessment also included opportunities for improvement, including: providing students with the language to confidently express



themselves and who they are – at any age, providing opportunities for students to engage in role playing scenarios that would help to highlight identity and belonging, promoting experiences for students that allow them to use language to express their thoughts, and using social stories in class to encourage students to share information about their identities while building empathy and taking pride in who they are as individuals.

The concept of Identity within Curriculum is important to the healthy development of students by helping to create a sense of belonging and inclusiveness for students. When students see themselves reflected in the curriculum, materials, and teaching practices, they feel valued and engaged in the learning process. Representation within the curriculum ensures that the curriculum helps to broaden students' perspectives and challenge their assumptions while exposing students to a wider range of experiences and cultures, helping students develop empathy and cultural competence. When the audit team examined Identity through surveys, discussions, and observations, the audit team identified Identity as a potential opportunity for growth within Betsy Ross. In a review of student survey results, only 31.76% of students reported learning about people who look like them. When asking adults the same question, "Are students provided the opportunity to see themselves in the curriculum?", only 47.37% of parents/guardians/caregivers and 38.46% of staff agree that this happens, at least most of the time. One of the survey responses included the following comment: "In terms of seeing themselves in the curriculum, I would like to ensure that different family dynamics (e.g., families comprising multigenerational households, same-sex parents, etc.) are included in things like available books and examples given in schoolwork." While observing in classrooms, the audit team saw diverse representation in 50% of the observed classrooms. These findings regarding Identity within Curriculum are not consistent with the overall score that was reported in the Self-Assessment; however, it does align with other schools across the district.

During discussions with stakeholders, the audit team gained further insight into perceptions about Identity within the Betsy Ross community. One adult participant shared that a focus on the identities of students trivializes matters for them; educators should support students in focusing on "the heart of the person," not their identity. Other participants shared that students don't focus on identity groups; they focus on people. Students should be taught to "treat others the way they want to be treated." Additional insights were shared about providing opportunities to create opportunities for general education students and students with special needs to work together during learning; this will help to build empathy and foster a sense of belonging among students with different abilities. The audit team gathered that the general consensus of the group of participants included in focus group interviews was to include aspects of identity within instruction without it "being the sole focus." Recommendations regarding this concept are provided within the District Equity Audit Report.



Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Betsy Ross scored themselves a 7 out of 10 in Diversity within Curriculum. The Self-Assessment identified multiple strengths, including: the implementation of a new history curriculum that focuses on different cultural groups from around the world, the inclusion of DEI mentor texts in classroom library spaces to support the school’s JEDI efforts, using literature as a vehicle to discuss holidays and cultures in accordance with monthly diversity themes, teachers engaging students in conversations about historical figures and/or people prominent in social justice movements in an age-appropriate way to connect to students in a developmentally accessible lesson, and the use of Responsive Classroom as a way to build empathy, respect, understanding, connection, and community. Opportunities for improvement in the area of Diversity within Curriculum that were noted on the Self-Assessment are: having improved access to professional development to support teaching students beyond superficial teachings when discussing diversity in social, cultural, political, and historical contexts and providing students with experiences/exposure to people who are different from them and build comfort around similar and different experiences/people/cultures.

In reviewing the survey results, there is definitely room to grow within this area. In the adult survey results, 68.42% of parent/guardian/caregiver respondents and 69.23% of staff respondents believe that students learn about how people are alike and different, at least most of the time. The team noted slight disproportionality between the adult survey results and the student survey results with only 54.11% of student respondents reporting that they have the opportunity to learn about people who are alike and different. During focus group discussions, participants shared that the DEI texts are a great addition to the curriculum because the topics presented in the books allow students to move beyond the superficial and oversimplified teachings around diversity. In order to advance Diversity within Curriculum at Betsy Ross, it is important to continue efforts that incorporate texts and materials that support students in their abilities to examine diverse perspectives. It is equally important to create safe and supportive environments in which teachers use language that is inclusive and respectful of all students. This approach will help to ensure that diversity is naturally infused within not only instruction, but also within learning spaces. Students, in turn, will learn about differences in others with curiosity, empathy, respect, and understanding for others.



Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, Betsy Ross scored themselves a 5 out of 10 in Justice within Curriculum. The Self-Assessment noted strengths in the character education program with a focus on building empathy/kindness, providing opportunities for students to engage in discussions about fairness through literature that allows students to reflect on the difference between equal and fair and helping students to understand that everyone needs different things and that is ok. The Self-Assessment also identified opportunities for growth, including: the infusion of discussions involving discrimination into lessons in an age-appropriate way to address the harmful impacts it can have, infusing power and privilege into lessons in an age-appropriate way to help recognize the impact they have, having conversations about equity versus equality, and demonstrating what is truly fair and just for students in an age-appropriate way connected to real world experiences. There was also a need identified in bringing parents/guardians/caregivers into the conversation about JEDI work so they can also understand the harmful impacts of discrimination, the importance of conversations centered on power and privilege, and the emphasis on social justice.

Teachers who are intentional about incorporating concepts of Justice into the curriculum allow students to examine the effects of privilege/power and oppression at both the individual and systemic levels. This is an area of identified growth in the Self-Assessment. The audit team observed similar findings in a review of survey results from stakeholders. In the survey, 45.61% of parents/guardians/caregivers, 53.85% of staff, and 48.63% of student respondents indicated that students are taught concepts around justice and injustice during instruction, at least most of the time. Focus group discussions helped the audit team gain additional insight into perceptions about Justice within Curriculum. The audit team learned that the primary desire for the implementation of JEDI within their school is to “focus on empathy, compassion, and being a human being.” Focus group participants also shared that justice is an important topic, but teachers do not have explicit conversations with students about justice and injustice because they would like to have access to professional development that will strengthen their ability to engage students in conversations about social justice. By providing professional development for staff in the area of Justice within Curriculum, staff will become more knowledgeable about the complex systems of oppression and privilege that exist in society. Professional development can also help teachers stay up-to-date on current events, research, and best practices related to justice and equity in education. This foundational information will help staff remain informed and equipped to address issues as they arise in their classrooms.



Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Betsy Ross scored themselves a 7 out of 10 in Action within Curriculum, noting strengths in school-wide activities such as *Week of Respect* which focuses on being upstanders, supporting others, and spreading kindness, the implementation of programs that focus on taking action around JEDI topics that will also lay a foundation that will support students as they progress through their educational career, access to a school counselor who supports students in their ability to report injustices, be an upstander, report when a friend is upset and emphasizes using your voice, addressing conflict versus bullying with students, and the use of the responsive classroom philosophy to focus on building community, relationships, and empathy within classrooms. In addition to identifying strengths, the Self-Assessment noted opportunities for improvement, including: giving students a platform/voice to speak out against bias/injustices, giving students a space to express action they want to take and/or see needed in an age-appropriate and accessible way, smaller group character education assemblies to emphasize the importance of using your voice, treating others with respect, and emphasizing action within the curriculum.

Action within Curriculum refers to the idea that education should not just be limited to teaching facts and knowledge, but also encouraging students to actively engage with the world around them and work to create positive change. This might include activities such as participating in community service, volunteering, advocating for social justice, and developing leadership skills. By incorporating Action into the JEDI curriculum, students are equipped with the knowledge, skills, and motivation to become agents of change in their communities and beyond, ultimately helping to build a more just and equitable society by empowering individuals to take an active role in creating positive social change.

In a review of the survey results, the audit team observed significant disproportionality between the perceptions of adults and the perceptions of students in relation to Action within Curriculum. In the adult survey, 40.35% of parents/guardians/caregivers and 53.85% of staff perceive that students are empowered to take action around JEDI issues, at least most of the time. On the other hand, 73.73% of student respondents agreed, at least most of the time, with the statement: *I am taught to stand up for people who are being bullied*. After reviewing the noted strengths in the Self-Assessment, student perceptions may be connected to school-wide character education efforts that are facilitated by the school counselor and teachers. In order to successfully integrate this concept within instruction, staff and stakeholders need ongoing training and support.



Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity audit process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, Betsy Ross scored themselves a 5 out of 10 in Teacher Leadership, with a focus on DEI Professional Development. The Self-Assessment mentioned having “lots” of Professional Development opportunities throughout the year. Some self-reported staff supports include Professional Learning Communities, including the Sunshine Club, and administration providing space for staff-guided PD opportunities to promote both professional and personal supports for staff members. DEI texts were also reported to be used monthly to celebrate cultures and diversity. These texts come with pre-designed lessons, guiding questions, and discussion topics to promote a common approach.

While professional development around DEI work was noted in the Self-Assessment as positive, the amount of professional development has still left a sense of uncertainty among many staff members when having conversations around DEI. Some opportunities for improvement noted in the Self-Assessment included a need for DEI conversations and approaches to trickle down to staff beyond the administrators' specific time for DEI work, the possibility of creating committees to foster this work, and the expansion of classroom libraries to allow more students to see themselves in the books they read. Another opportunity for improvement that was noted in the Self-Assessment is to support the buildings in their quest to increase their professional learning.

As educators, professional development and continuous learning is critical, especially in the areas of social justice. Staff are encouraged to participate in outside professional development within Betsy Ross. Opportunities for professional development are reported as being rarely denied. Time is carved out for administrators to discuss DEI and to create resources for explicit conversations to address and respond to prejudicial behaviors and actions. While access to professional development is provided, the need for a clear DEI focus within the school is still a necessary part of staff growth.

Modeling the behaviors expected of students, such as speaking up against discriminatory behaviors, is critical. When considering whether staff members are open-minded and aware of biases, as well as whether they are speaking up and responding to prejudicial behaviors and actions, it was reported in the surveys that 52.64% of parents/guardians/caregivers and 84.61% of staff feel that staff are aware of biases, at least most of the time. However, only 19.30% of parents/guardians/caregivers and 76.93% of staff feel that staff speak up against prejudicial behaviors and/or actions, at least most of the time. This pattern of behavior exacerbates the



issue of inaction by creating a culture of bystanders. It should be noted, though, that over 31% and over 70% of parents/guardians/caregivers responded to the questions, respectively, with “I don’t know”. Another point to consider when reviewing this data is whether staff don’t step in because of not knowing how or because of not experiencing prejudicial behaviors, rather than not doing so because they simply don’t want to.

Much of the work that has been done in the area of JEDI work has focused on coming together and connecting as a school community. Through conversations with multiple stakeholders, the audit team found that there is a strong desire from most stakeholders to engage in deeper learning around JEDI/DEI work and a willingness to support trainings and space for these discussions. It is imperative that a structure is created that allows for these conversations to occur from a non-judgmental lens without assigning value to people’s opinions and/or lived experiences.

Teachers and administrators from Betsy Ross have expressed a desire to engage in DEI work. However, during conversations with teachers, there are trepidations around backlash from those who oppose this work, specifically parents/guardians/caregivers. The concerns for teachers, based on conversations during focus group interviews, were less about DEI work, and more about the support from administration if/when parents/caregivers oppose. This will be discussed further in the District Equity Audit Report of Findings.

Interviews and observations have shown a vested interest in this work. One staff member expressed their belief that “this is important because there are certain demographics in certain areas and exposing students to different types of people [so] when they get older, they are less likely to develop prejudices about them. It is important for students to have empathy, and inclusion is important.” This sentiment speaks to the impact this work can have on the students in which the district serves.

Representation

Within Representation, there are five main concepts that are examined during the equity audit process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, as well as barriers to access, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, Betsy Ross scored themselves a 6 out of 10 in Representation, noting DEI texts used with K-3 activities to go along with each story, celebrating and/or recognizing different groups celebrated each month, and connecting to the community whenever possible to honor students’ heritage and/or culture as strengths. Opportunities for improvement noted on the Self-Assessment included having more representation across staff, reviewing discipline and programming numbers more regularly to assess any negative trends, continuing to improve the identification of students needing services such as ELL, special education, and interventions, and being



more cognizant of the students' socioeconomic status to provide support for them without identifying them in a special education program.

The parent/guardian/caregiver focus group interviews demonstrated a perceived need for more representation overall, with participants sharing that they showed interest in the focus groups based on a lack of representation of their identities. Parents/Guardians/Caregivers who participated in the focus group interviews referenced the need for more inclusion of race, religion, mental health, and physical and intellectual diversity as reasons they wanted to share their views for the equity audit. The perceived lack of representation is reflected in the staff responses to the survey, as all staff participants self-identified as exclusively white, 85% female, and all self-reported as speaking exclusively English. While this is a limited snapshot of the staff at Betsy Ross based on survey data, this information is further validated by student survey data, with 32.55% of students sharing that they never see adults who look like them at school.

Diverse representation in classroom materials and book also helps students feel that they are a part of the learning experience by bringing their identities into their learning experience. During the focus group interviews, it was shared that read-alouds using materials and books representative of students' identities and abilities take place in the classrooms, along with a DEI library that students can visit each month that have characters and authors who celebrate student accomplishments through diverse voices (representation). It is difficult to conclude if students understood what was being asked with this question, as 33.33% of student survey respondents for Betsy Ross said they did not know if they learn about people who look like them. Classroom observations showed the audit team that, while the use of the DEI library brings diverse representation in materials to the students, representation was minimally observed in the classrooms or school building itself.

Another concept that is considered within this section is accessibility within the school. While Betsy Ross meets the Americans with Disabilities Act (ADA) guidelines, this does not always mean a space is equitable. A comment shared by a parent/guardian/caregiver, "I'm continuously shocked at how many physical barriers I can see for [a student in a wheelchair] just as an observer; including an annual walk a thon that's held...on uphill grass around the school," gives an example as to why equitable access goes beyond making only necessary accommodations. This also is an area that can be easily overlooked, which is summarized by the parent/guardian/caregiver comment of, "I am not sure because I am able-bodied, so I can't comment on the experiences of people with limitations." Classroom setup was also considered in the survey, with 84.62% of staff and 87.72% of parent/guardian/caregiver respondents believing that the classrooms are physically accessible to all students, at least most of the time. Although 100.00% of staff and 91.23% of parent/guardian/caregiver respondents for Betsy Ross believe the buildings in the district are accessible, it is important to look beyond accessibility requirements and consider the experience of students to determine if access is truly equitable.



During the focus group interviews, a parent/guardian/caregiver shared that there is perceived favoritism occurring, giving an example of a student with a stutter not being given attention by the teacher. The student survey, however, shows that, of the students that responded, many feel safe and included by teachers and administration with 86.66% reporting teachers treat them fairly, and 81.18% reporting that the principal is fair. There did not seem to be any conclusive evidence of disproportionality in discipline.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity audit process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Betsy Ross scored themselves a 5 out of 10 in Overall Experience, noting that JEDI work is embedded within decision-making. It was also self-reported that teachers, administrators, counselors, etc. are very aware of cultural differences, engaging students to be proud of who they are, and including everyone in the conversations. The Self-Assessment also stated a 'No Homework Night' policy for major holidays of various religions. Some opportunities for improvement noted in the Self-Assessment included the need for regular, explicit conversations around JEDI theory/philosophy. The Self-Assessment also discussed the desire to develop a common JEDI mission/vision for their school. It was expressed in the Self-Assessment that Betsy Ross has pockets of strong JEDI work, but they need to translate that across all classrooms in the school.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 57.89% of parents/guardians/caregivers and 76.92% of staff reported that the Board of Education makes decisions regarding inclusivity work that they agree with. When looking more broadly to assess whether adult stakeholders believe the Board makes decisions that uphold all students, the respondents were slightly more favorable among staff members, at 84.61% and slightly less favorable among parents/guardians/caregivers, at 56.14%. This discrepancy in perception will be further explored in the District Equity Audit Report of Findings.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect stakeholders to 'buy-in' to the concept. As will be discussed in other sections of this report, people often struggle to embrace concepts that they either don't understand or don't see the benefit of. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in.

Moving forward, ensuring that this work is embedded in the mission and vision of Betsy Ross will be imperative to ensuring DEI/JEDI work is prevalent in the hearts and minds of staff and students. A clear and concise direction to drive this work will lead



professional development, policy and procedure, and alignment with staff and leadership.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the audit team identified the following consistencies and inconsistencies with the perceptions of stakeholders within Betsy Ross School.

Classroom Culture demonstrates positive examples within Betsy Ross for honoring student experience, including students being encouraged to share directly to the class about their thought processes on activities and assignments and teachers using encouragement. The classrooms at Betsy Ross encourage communication with peers, as seen by the small number of students (1.57%) reporting that they don't have friends at school. Shared inquiry and dialogue are seen as an opportunity for improvement, with only 61.57% of student respondents saying they feel safe to share their thoughts without being teased, at least most of the time. Social-emotional safety is promoted with spaces for students to calm down and center their emotions throughout the day. There was limited information provided about discipline in the Self-Assessment, and the survey results showed only 38.46% of staff respondents reporting that discipline is fair, at least most of the time.

Family & Community Engagement explores culturally sensitive communication, where opportunities for improvement were seen in the inclusion of family dynamics within communication. Connections among families are fostered through the parent/family group within Betsy Ross, creating a sense of community. Local resources are utilized through the Thunderbird Partnership and there are opportunities for improvement by expanding these community partnerships. Community engagement and stakeholder investment are also opportunities for improvement, with minimal stakeholders feeling encouraged to collaborate on projects.

Within Instruction, the audit team found that only 53.84% of staff respondents reported that students are critically engaged with materials taught from multiple perspectives, at least most of the time. This was consistent with the observations made by the audit team, where critical engagement was seen in 50.00% of the classrooms visited. Differentiated instruction was seen in 87.50% of the classrooms visited by the audit team, and paraprofessionals were observed as being available in classrooms to support students during independent tasks. Cooperative and collaborative learning opportunities showed a disparity in reporting, with 84.21% of parents/guardians/caregivers, 84.62% of staff, but only 49.81% of student respondents feeling cooperative opportunities were provided, at least most of the time. Real-world connections were made in only 25.00% of the classrooms visited by the audit team. Students were seen as being assessed in terms of growth by the majority of



stakeholders, though staff reported feeling overwhelmed about the connections between data they need to collect and its' relevance to student learning.

Teacher Leadership was rated a 5/10 on the Self-Assessment, and although professional development was listed as a strength for Betsy Ross, there was an expressed need for a clear DEI focus within these opportunities. There was also an expressed need for deeper learning around JEDI/DEI work and a willingness to support trainings and discussion spaces. Although staff members support DEI work, there is hesitation based on staff being unsure if administration will support the staff when parents/guardians/caregivers oppose the efforts. A majority of the staff are invested in JEDI efforts based on the interviews and classroom observations, understanding the impact this work can have on students.

There was a lack of Representation observed within staff survey responses, as all respondents answered exclusively white as their race and English as their only listed language. Though this is just a snapshot of the staff members, it aligns with the perception of homogeneity reported by stakeholders. Representation in classroom materials was seen in the use of the DEI library, but there was minimal representation observed in the classroom or school building. Betsy Ross also was perceived as having physical barriers to access – even though the building itself is ADA-compliant, with parent/guardian/caregiver feedback including examples of activities that are not easily modified for those needing mobility accommodations. There were also reports during the parent/guardian/caregiver focus groups that favoritism is seen within the school, although students did not seem to feel the same way based on the 86.67% of survey respondents saying teachers treat them fairly and 81.18% saying the principal is fair, at least most of the time.

JEDI is seen as an opportunity for improvement by Betsy Ross' Self-Assessment, listing explicit conversations around JEDI theory/philosophy and developing a common JEDI mission/vision as desired improvements.

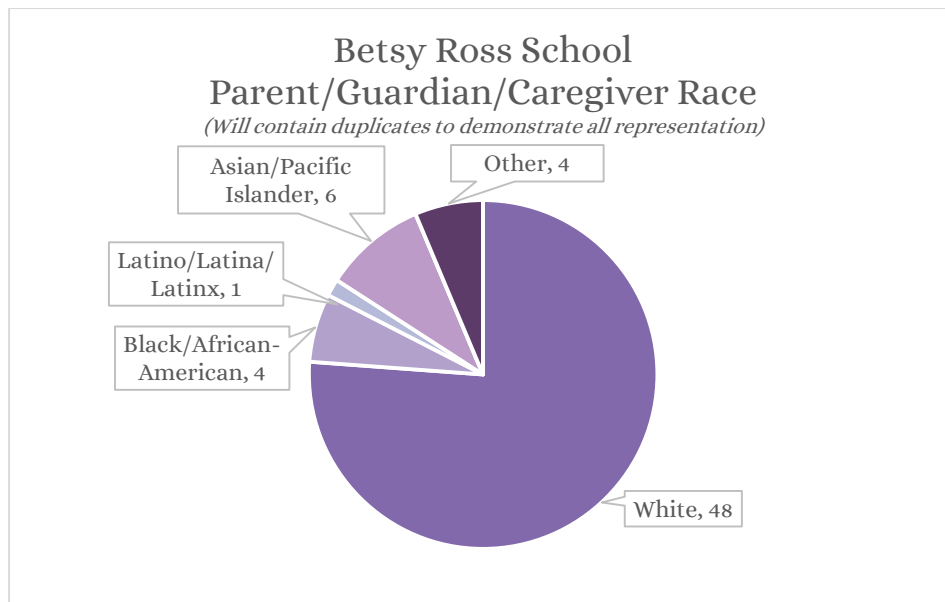
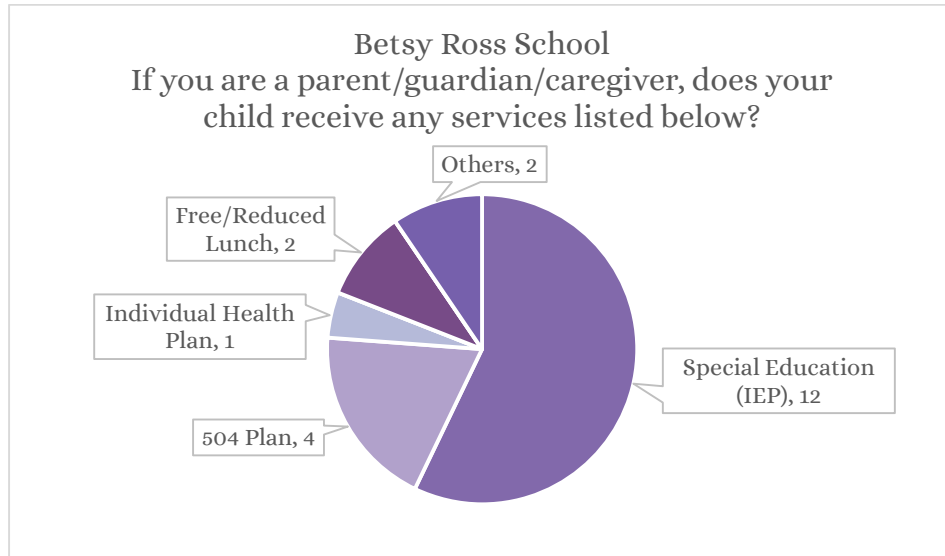
Overall, there were many strengths as well as opportunities for improvement noted by the audit team while reviewing data from Betsy Ross. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Betsy Ross School. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

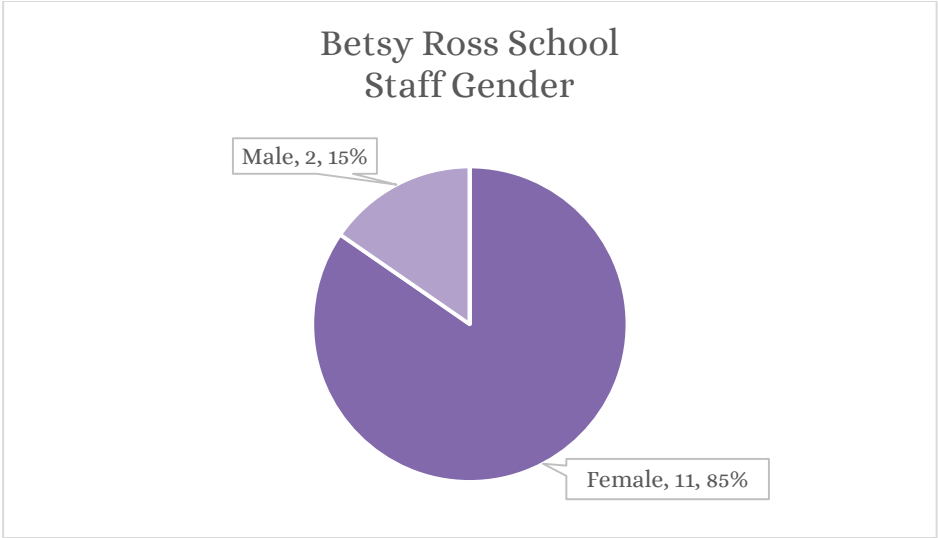
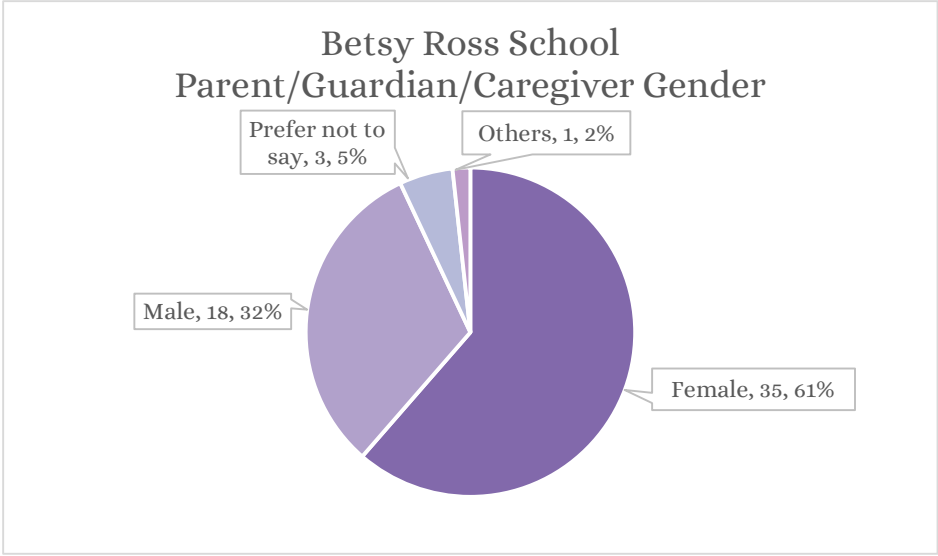
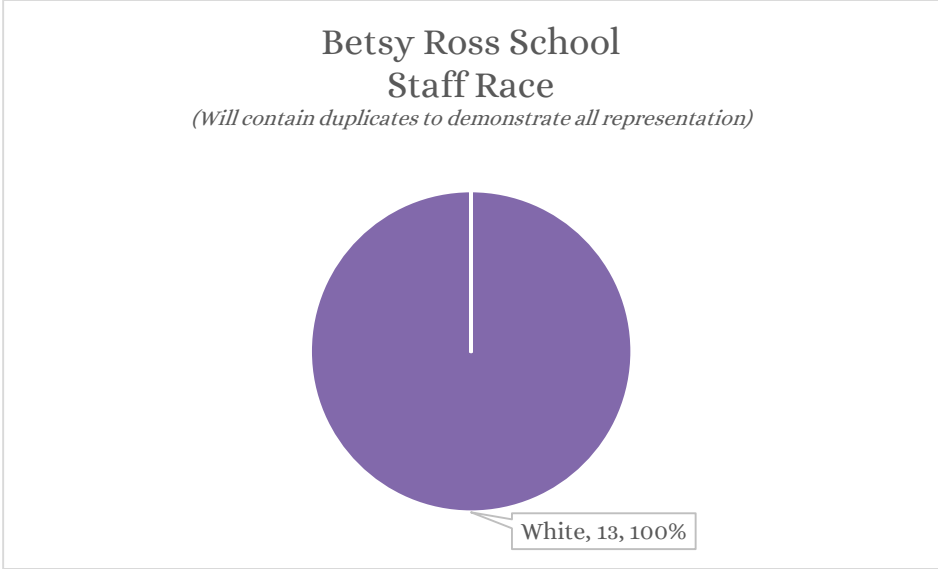


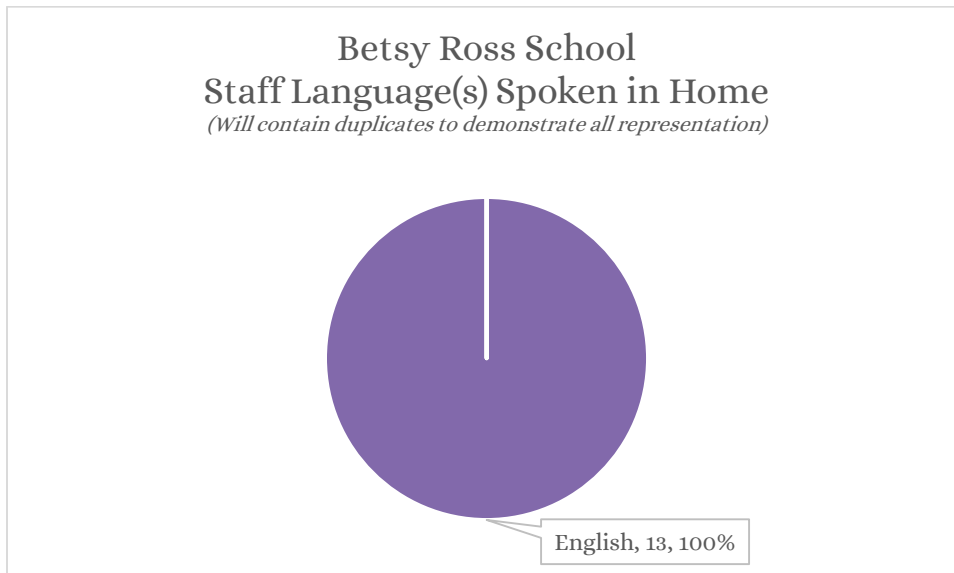
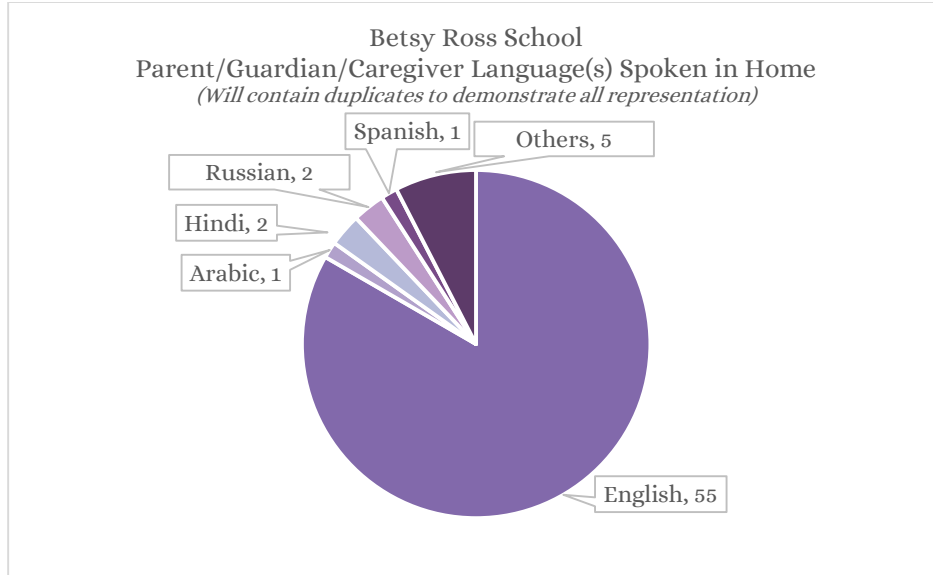
Mahwah Township Public Schools Betsy Ross School Adult Survey

Parent/Guardian/Caregiver Survey Respondents: 57

Staff Survey Respondents: 13

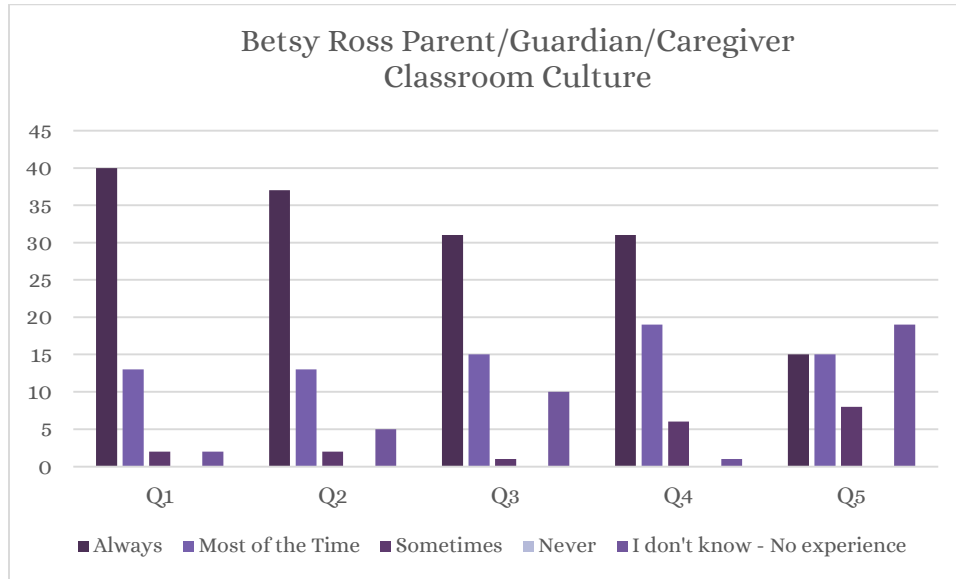






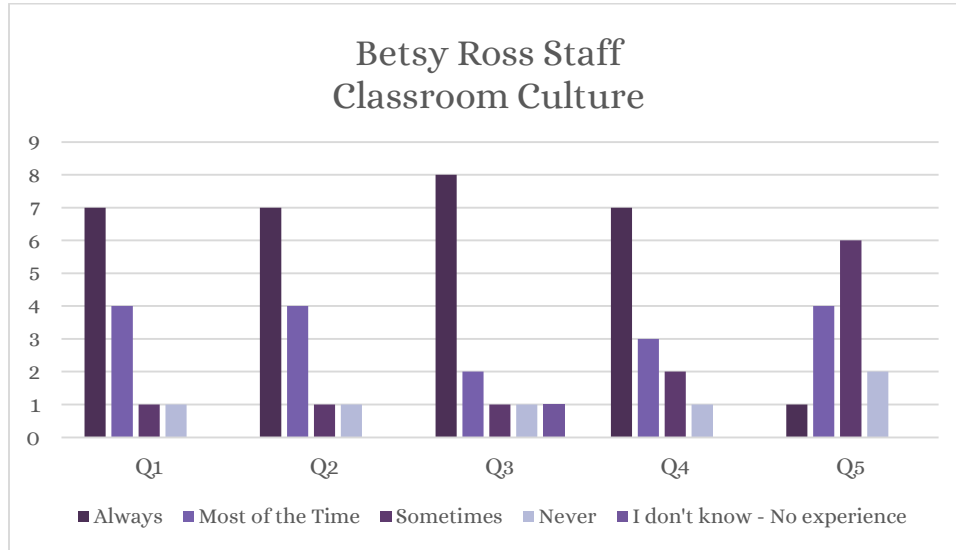
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



Section 1	Q1	Q2	Q3	Q4	Q5
Always	70.18%	64.91%	54.39%	54.39%	26.32%
Most of the Time	22.81%	22.81%	26.32%	33.33%	26.32%
Sometimes	3.51%	3.51%	1.75%	10.53%	14.04%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	3.51%	8.77%	17.54%	1.75%	33.33%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	53.85%	53.85%	61.54%	53.85%	7.69%
Most of the Time	30.77%	30.77%	15.38%	23.08%	30.77%
Sometimes	7.69%	7.69%	7.69%	15.38%	46.15%
Never	7.69%	7.69%	7.69%	7.69%	15.38%
I don't know - No experience	0.00%	0.00%	7.69%	0.00%	0.00%

Section 1 Comments:

Hard to say, my daughter is in kindergarten

I am answering with my impressions, not being in the school with my child, I don't know what hurdles exist, but to my knowledge, my child has not met any major barriers and I think [redacted] is doing very well in social development and in treating students with respect.

I believe there should be more positive reinforcement rather than consequences for kids who are working toward learning what is appropriate. Behavior at this age needs to be shaped. The point should be for students to learn how to be a student academically and behaviorally. ****Recess should NOT be taken away from students/classes as a punishment for behavior. Kids of this age, especially ADHD kids, need this outlet!!!! Discipline appears to be more punitive this year. There seems to be a lack of understanding on how to handle children/students that don't fit the mold this year.

I did not feel this way last year when my child was in [grade redacted] and administration was different in the building.

I do worry about the expectations for boys. Harsh language is used by staff members to discipline them, with a lot of yelling. I've seen teachers and aids yell at boys in a way I've never seen them do with girls. If I can teach my children that raising my voice isn't an answer and how you say something is essential to how it will be received, I'm not sure why I can't expect the same from staff members. I also think we need to examine what we expect of kids -- specifically younger ones. If we withhold recess or don't let them have chat time with friends at lunch (is talking during lunch a problem?!) then remaining quiet and attentive during class is going to be a struggle. Muzzling and yelling isn't the answer; helping them understand a balance is. I find it troubling that for 2 years lunch is referred to by my son and his friends as "Prison Social Hour."



Mahwah has never had an issue with “inclusivity” All children have access to the same services and support when needed and race culture religion and sexual orientation do not change the way children are treated within our school district. Mahwah should focus on academics and social interaction and activities for kids seeing as we lost 2 years to Covid for formal education. We believe this is a waste of mahwah students time, and a waste of money and funding that could better be used for our kids.

Punishment for poor behavior should be a lot more severe. Kids need consequences that are meaningful. These kids are raised in day cares and by Nannys and get little discipline at home and do not respect authority. I see it with almost all the kids. Parents do not have the respect of their children and that carries over to school.

The prior school year (21-22) we had a lot more incidents with badly behaved children, mostly boys, but some girls, and they went undisciplined and parents were not reliably informed when children were hurt. So far in Fall 2022, we do not have much of this occurring lately.

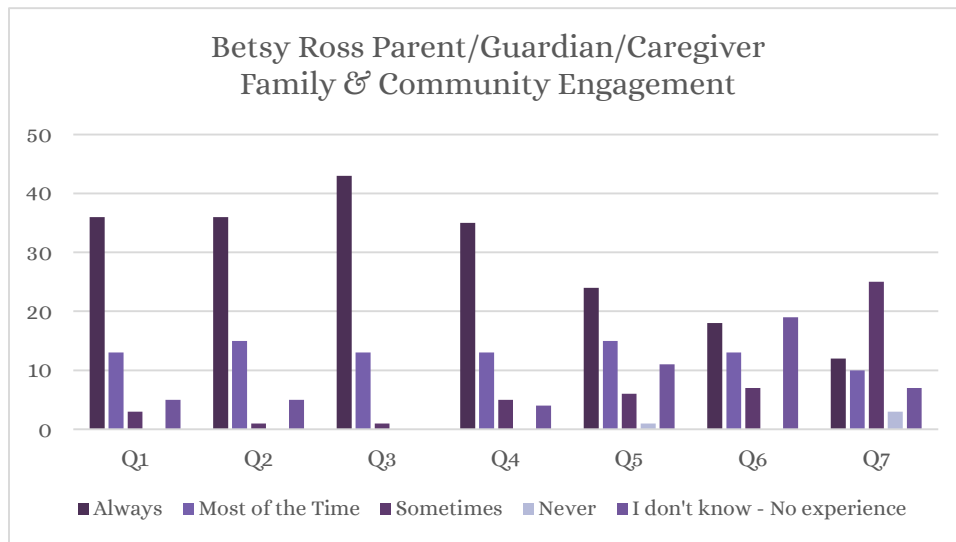
Until this year, all of my answers would be "always". We had some issues last year with a limited and specific group of students and the school split all four of them up this year so I feel like they are attentive to issues and addressed them as best they could. This year, my [redacted grade] continues to have the very best educators and we continue to be thrilled with the level of instruction and support. My [redacted grade], unfortunately, is in a classroom that appears to go unmanaged. From what I can tell, I am not confident that students are always accounted for, that there are opportunities for sharing any opinions, or that the discipline is conducted appropriately. This does, however, appear to be isolated to a single instructor. The rest of the school and our experience in it has been amazing (we also were in [redacted school] for pre-K and loved that school and its staff as well).

We are so impressed with [redacted school] and we can't be happier with our teacher [redacted teacher]



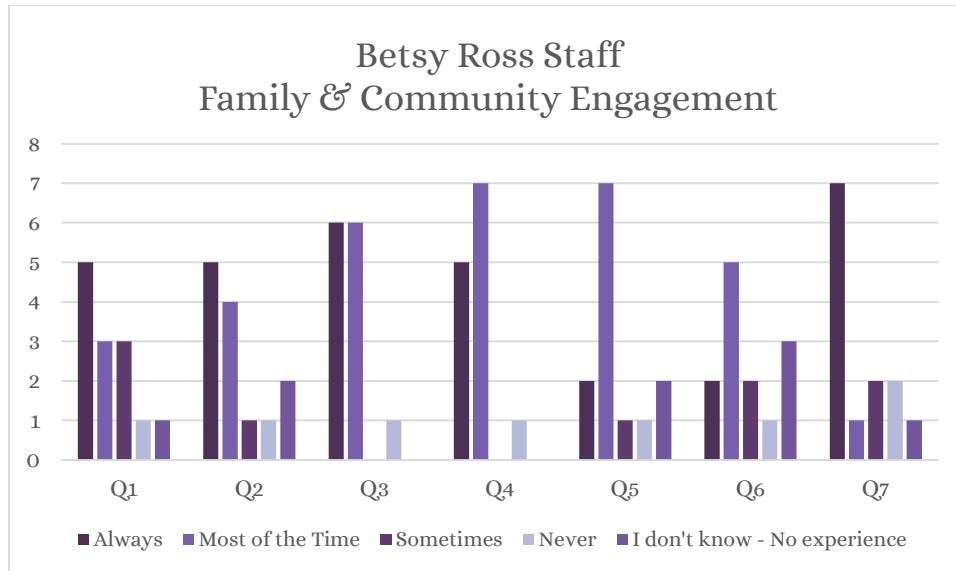
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	63.16%	63.16%	75.44%	61.40%	42.11%	31.58%	21.05%
Most of the Time	22.81%	26.32%	22.81%	22.81%	26.32%	22.81%	17.54%
Sometimes	5.26%	1.75%	1.75%	8.77%	10.53%	12.28%	43.86%
Never	0.00%	0.00%	0.00%	0.00%	1.75%	0.00%	5.26%
I don't know - No experience	8.77%	8.77%	0.00%	7.02%	19.30%	33.33%	12.28%



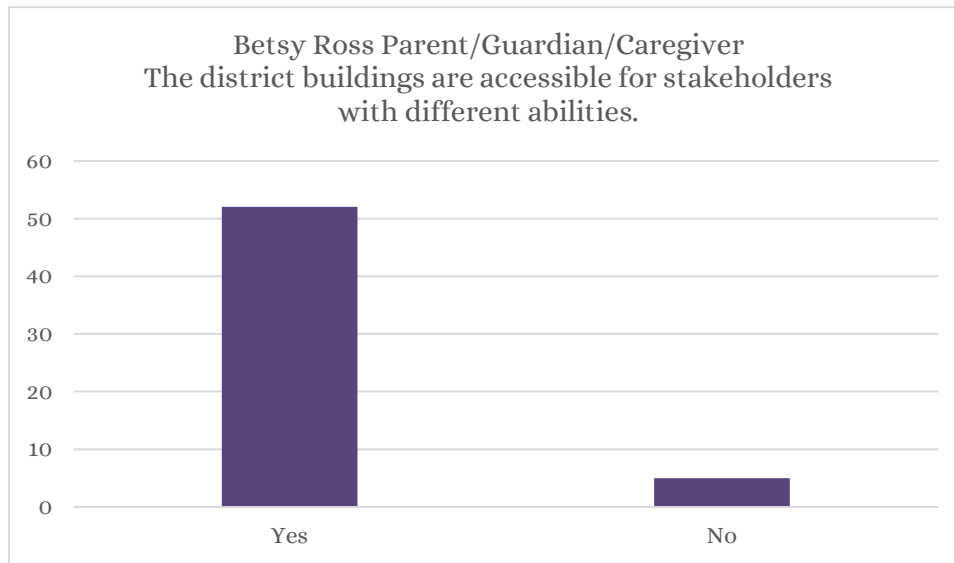


Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	38.46%	38.46%	46.15%	38.46%	15.38%	15.38%	53.85%
Most of the Time	23.08%	30.77%	46.15%	53.85%	53.85%	38.46%	7.69%
Sometimes	23.08%	7.69%	0.00%	0.00%	7.69%	15.38%	15.38%
Never	7.69%	7.69%	7.69%	7.69%	7.69%	7.69%	15.38%
I don't know - No experience	7.69%	15.38%	0.00%	0.00%	15.38%	23.08%	7.69%

Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?
School psychologists & social workers for emotional support. Not sure about financial support.
After school care, free supplies, free lunches, counseling, additional in classroom aid, designated professionals to help with specific needs, handicap (wheelchair) accessible, aid with sports/extracurricular activities. You name it they have it.
Ask and you shall receive...
Bldg Principals
Can't speak to the district but at the school level the HSO reserves funds for emergency family support. Can't speak to emotional support besides being aware that a psych is available through the district.
Counselors once a week at [redacted school name]
Each school employs both a school nurse and social worker to help with students emotional support, there are also options (free or reduced lunches, etc) available to those that need financial support. I know that parents have contributed to book fairs, etc extra money so that a child who couldn't buy a book, still received one.
Free/ reduced lunches, district wide labtops for ALL students, school psychologists and emotional support teams in place in the schools.
I am aware of the 'free lunch' assistance program but not much else.
I am just learning about these systems as my children are in [redacted grade level]
I am likely not aware of the options. I do know there is a process by which to request free/reduced lunch, and I have received emails about community partnerships with mental health providers. So, overall, I would say yes.
I believe so
I feel the district would offer any assistance needed.

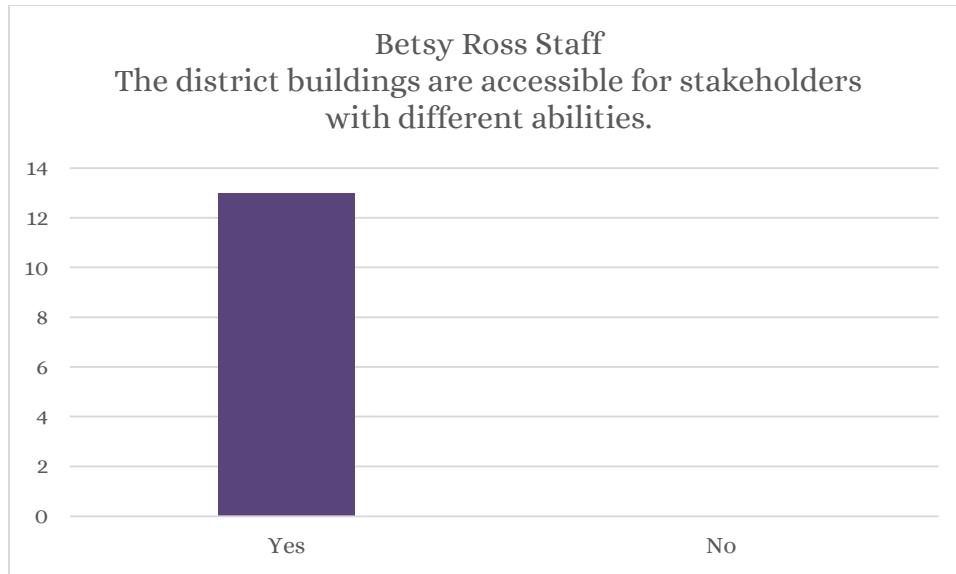


I have not heard of financial supports but I know there are counselors students can talk to for emotional support- I haven't heard that there are any emotional resources for students' families.
I'm not sure
I'm not sure because we haven't needed it.
Just me
My daughter's CST has been great
My son has a IEP and they have always been good with taking care of his needs
No
Not sure, but we have access to find out
School counselors
School Counselors, Child Study, Nurse
School psychologist
Support groups and lectures available
There may be, but they are oblique
Unknown
We have never been in a position to seek out support so we are not familiar with those systems
Yes, extended family in district.
Yes, I don't remember the name of the programs, but I do remember receiving emails about them.
Yes. There have been several programs set up by [redacted staff name], as well as programs through Ramapo College that we have been included in for emotional support. The elementary schools now have a school counselor who is fantastic. Our HSO is wonderful and budgets to assist families who may need.
School psychologists & social workers for emotional support. Not sure about financial support.
I believe our Sunshine Committee collects for those in need
I do not know this information.
I know that we have provided families with assistance if needed, but unsure what protocols are in place to begin that process.
I really dont know as I dont live in this community.
Yes, free and reduced lunch, and support from teachers, counselors, and Child Study Team.
yes, reaching out to principals and guidance counselors for help.



Yes	91.23%
No	8.77%





Yes	100%
No	0%

If no to the above question, please provide additional information.

But accommodations are being made as needed when discovered issues of accessibility.

Could always be better though - needs to be updated

I am not sure because I am able-bodied, so I can't comment on the experiences of people with limitations.

I dont know

If you are referring to handicap accessibility and wheelchair access, the BR school has entrances for this.

The district has decided to ignore the risks of covid to high risk families and refuses to put any protections in place. Classrooms and school events are not safe of welcoming because of the risk. Communication ignores or at times is hostile to the concerns of families who don't want their children constantly exposed.

There is a disabled student at [redacted school name] in a wheelchair; I'm continuously shocked at how many physical barriers I can see for her just as an observer; including an annual walk a thon that's held...on uphill grass around the school.

Section 2 Comments:

[Redacted school name] is wheelchair accessible. A child with severe learning disability has a personal 1 on 1 in classroom aid. Mahwah is excellent at increasing services as needed. If they are missing something they "go get it" asap.

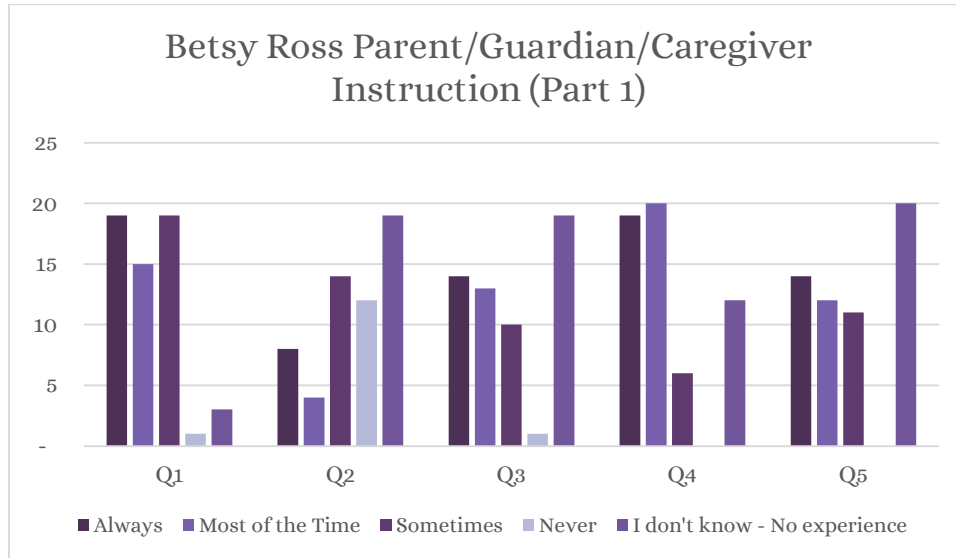
I feel like Mahwah is trying. Is it 'there' yet? No, not even close, but ears are open and for the most part administrators are receptive and want to help. I do take issue that at the school level it seems not all of those goals being set by the administration are being instituted or met. And I can't speak for how girls are handled or received but I am pretty vocal that with two boys in the district there is most definitely a boy problem. Are they sometimes loud and boisterous? Absolutely. Are some girls? Absolutely. Do we have different parameters and retribution for each? Absolutely.

The available answers don't seem to fit the questions about participating or collaborating with the school or district. IE- if there is one opportunity for collaboration and you want to know if people have heard about it, you might want to ask just that. Always encouraged to be collaborating? Never? Not sure how parents should answer this one.



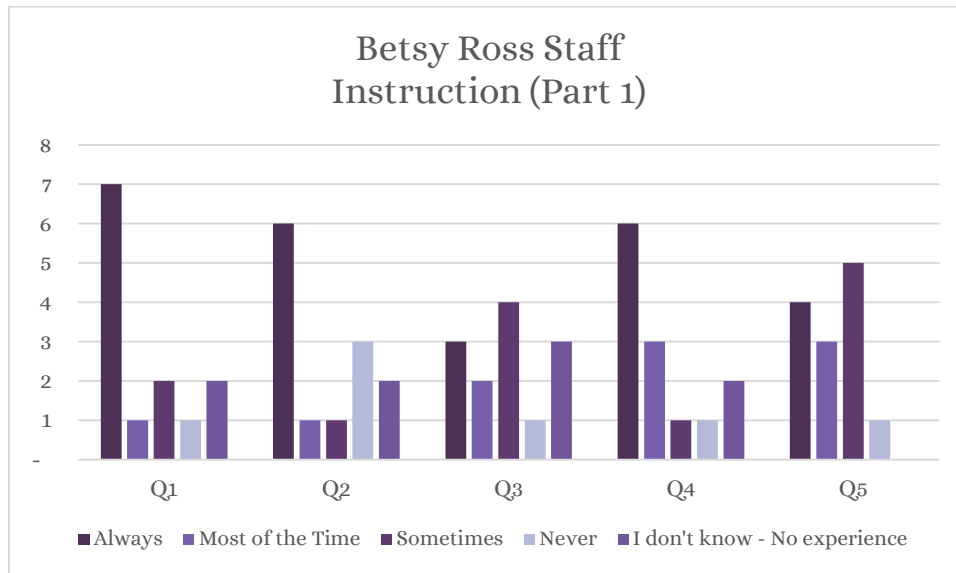
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.



	Q1	Q2	Q3	Q4	Q5
Always	33.33%	14.04%	24.56%	33.33%	24.56%
Most of the Time	26.32%	7.02%	22.81%	35.09%	21.05%
Sometimes	33.33%	24.56%	17.54%	10.53%	19.30%
Never	1.75%	21.05%	1.75%	0.00%	0.00%
I don't know - No experience	5.26%	33.33%	33.33%	21.05%	35.09%



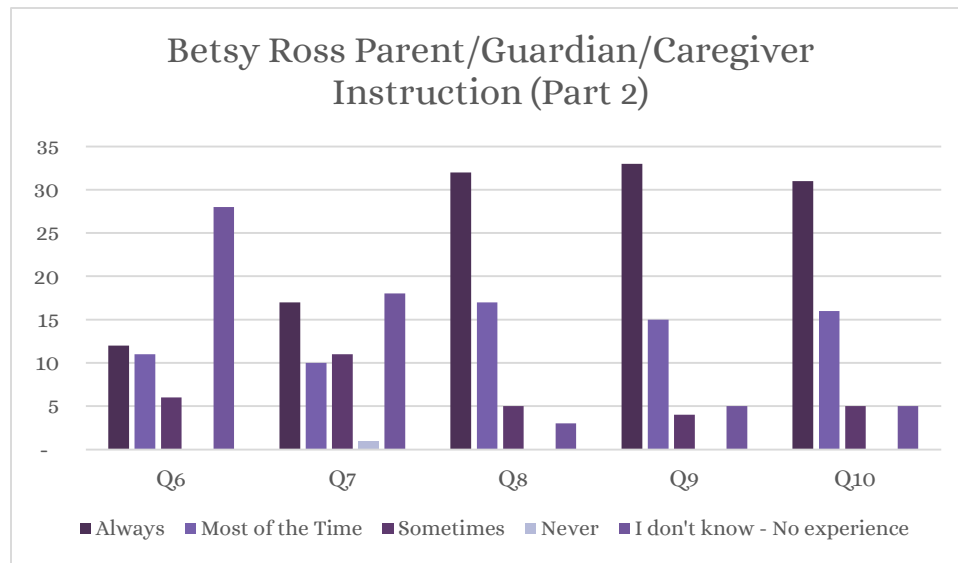


	Q1	Q2	Q3	Q4	Q5
Always	53.85%	46.15%	23.08%	46.15%	30.77%
Most of the Time	7.69%	7.69%	15.38%	23.08%	23.08%
Sometimes	15.38%	7.69%	30.77%	7.69%	38.46%
Never	7.69%	23.08%	7.69%	7.69%	7.69%
I don't know - No experience	15.38%	15.38%	23.08%	15.38%	0.00%



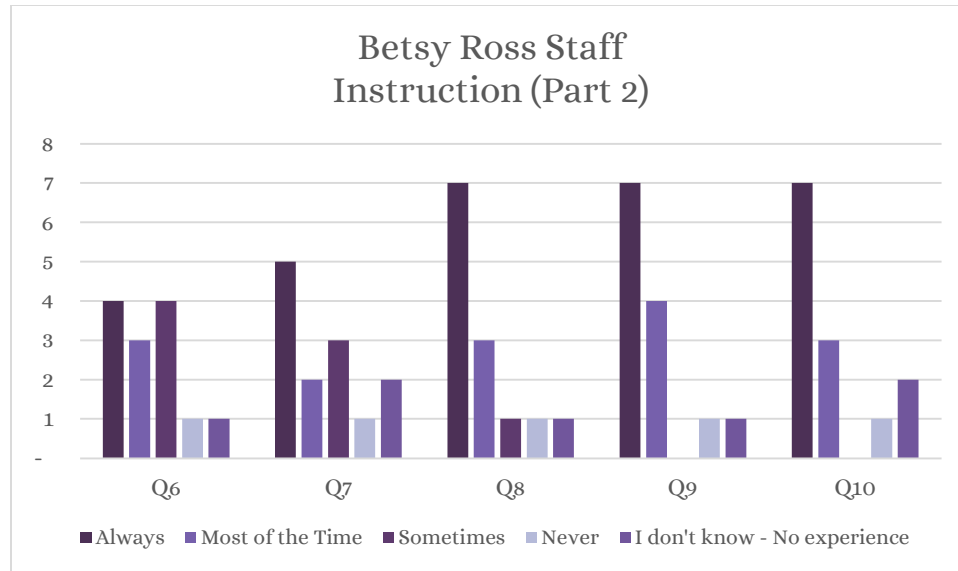
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.



	Q6	Q7	Q8	Q9	Q10
Always	21.05%	29.82%	56.14%	57.89%	54.39%
Most of the Time	19.30%	17.54%	29.82%	26.32%	28.07%
Sometimes	10.53%	19.30%	8.77%	7.02%	8.77%
Never	0.00%	1.75%	0.00%	0.00%	0.00%
I don't know - No experience	49.12%	31.58%	5.26%	8.77%	8.77%





	Q6	Q7	Q8	Q9	Q10
Always	30.77%	38.46%	53.85%	53.85%	53.85%
Most of the Time	23.08%	15.38%	23.08%	30.77%	23.08%
Sometimes	30.77%	23.08%	7.69%	0.00%	0.00%
Never	7.69%	7.69%	7.69%	7.69%	7.69%
I don't know - No experience	7.69%	15.38%	7.69%	7.69%	15.38%

Section 3 Comments:

Again, most of these would be "always" prior to our singular experience this year with [redacted grade level].

I don't know enough- At [redacted school name] I *Assume* that students are introduced to ideas of justice but I don't actually know if they are empowered to take action around justice, equity, diversity, and inclusion issues. If they were able to, I think that would be very helpful, especially for Third, Fourth, & 5th grade elementary school students who I've heard are having some experiences that could benefit from talking about how to take action around social issues they or their friends may be experiencing.

I hired a Tudor and personally spent all summer teaching my kid how to read, write and do math and then when school started I turned my kid over to the school and stopped hiring a tudor and I slowed down on teaching my kid a lot myself. I figured, 9am-3pm is enough time for a little kid to "learn". Whatever the curriculum is nowadays it is spending WAY TOO MANY HOURS on things other than reading, writing, math, science. My child has REGRESSED in all those categories and is actually worse than they were when they started in September. How is that even possible I wasn't teaching my kid 9am-3pm M-F. And since they went to school they are worse in core educational concepts!!!!!!!

I think there should be more available for higher level students at the lower grades. There's more emphasis on helping those are behind rather than pushing those that are ahead.

In terms of "seeing themselves" in the curriculum, I would like to ensure that different family dynamics (e.g., families comprising multigenerational households, same-sex parents, etc) are included in things like available books and examples given in schoolwork.

it would be great if the parents were informed of what books are being read aloud with the kids so we would know if they are inclusive and promote DEI principles.

Mahwah is attentive to students with needs, which it is known for and is wonderful. I worry, however, about the students not in the gifted program and not given special needs. Are they floating through or being given guidance?



Our student is reporting there is less opportunity for collaboration this year. i don't know if that is specific to their experience or if its the product of the curriculum for the grade.

Some of these are challenging to answer based on the grade my kids are in and lack of insight as to everyday lessons taught on social injustice, etc. my hope is this is integrated in every day learning.

Some of these questions imply that students should be taught certain concepts that the NJ school system has seemed to adopt an agenda around. Do I want my child to be taught black history? Absolutely. Do I want my child to be taught that policing is systemically racist? Nope. And if I can't trust NJ to teach the subject objectively, I have no interest in that topic being part of the curriculum.

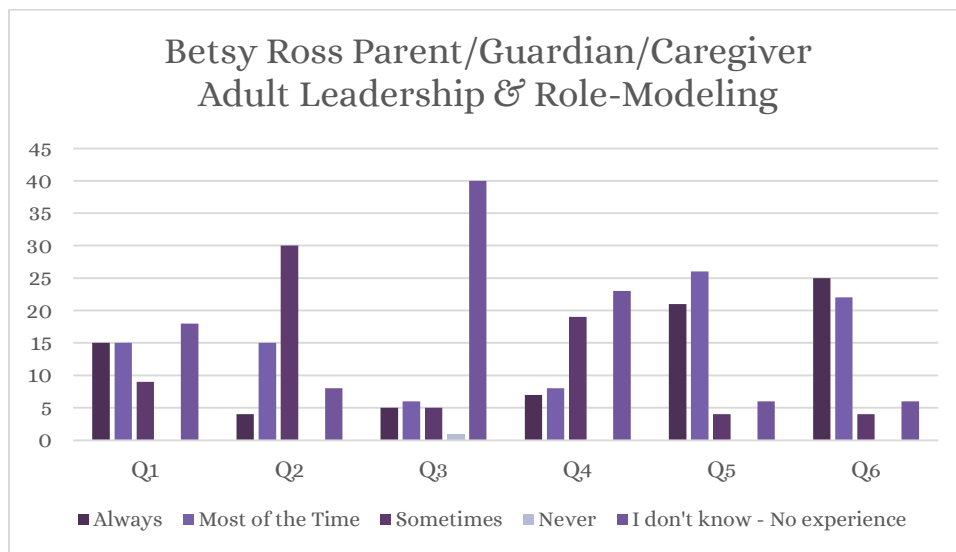
The district teaches problematic 3-cueing strategies using balanced literacy curriculum that is outdated. At best it's a waste of time that could be spent on explicit structured literacy curriculum. At worst it teaches kids bad habits. Those from families with the means and/or education to give extra help can compensate but all students should receive high quality instruction based on the science of reading.

This year has been difficult in knowing what is going on in the classroom. I am hopeful that the additions made to the 504, once implemented, will help the home-school connection. Currently, there is no regular communication to know what is being taught or done in the classroom. Homework sometimes comes home. It has been a difficult year knowing what is being taught in the classroom.



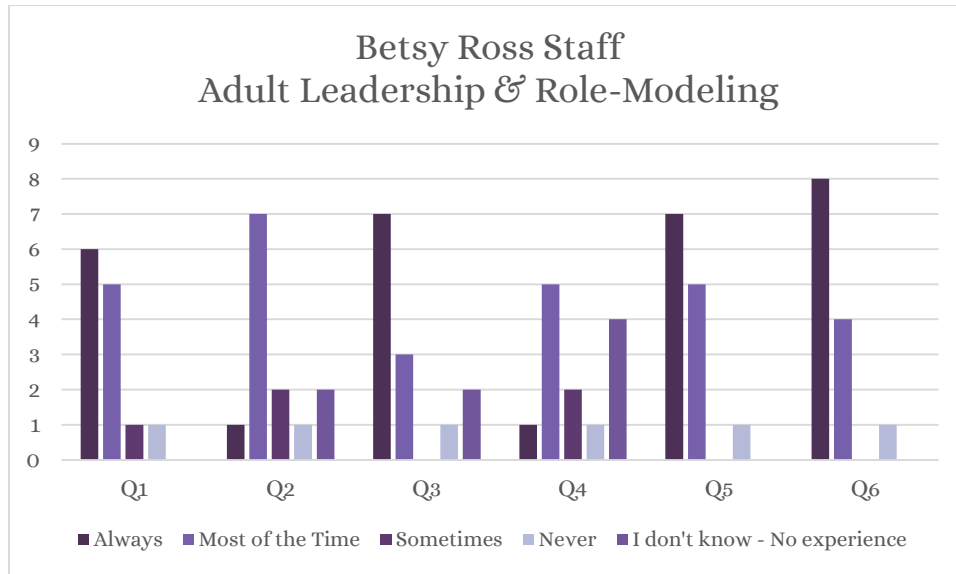
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	26.32%	7.02%	8.77%	12.28%	36.84%	43.86%
Most of the Time	26.32%	26.32%	10.53%	14.04%	45.61%	38.60%
Sometimes	15.79%	52.63%	8.77%	33.33%	7.02%	7.02%
Never	0.00%	0.00%	1.75%	0.00%	0.00%	0.00%
I don't know - No experience	31.58%	14.04%	70.18%	40.35%	10.53%	10.53%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	46.15%	7.69%	53.85%	7.69%	53.85%	61.54%
Most of the Time	38.46%	53.85%	23.08%	38.46%	38.46%	30.77%
Sometimes	7.69%	15.38%	0.00%	15.38%	0.00%	0.00%
Never	7.69%	7.69%	7.69%	7.69%	7.69%	7.69%
I don't know - No experience	0.00%	15.38%	15.38%	30.77%	0.00%	0.00%

Section 4 Comments:

We had an issue with a student hurling some pretty profane things at my son about his religion. While the school said they were 'horrified' and would talk to this student the follow up was...absolutely nothing. No check in. No follow up with me or with my son. And when I pointed out the following year that they placed these two students together there was...a shrug. Again, no follow up. No check in. And that spoke volumes.

Again some of these are challenging to answer as I do not have direct experience. But I would hope if there is discrimination of any kind we would all speak up.

All people have some biases, most people will behave fairly most of the time, but some people do not. And very rarely does someone speak up about it. Kids will behave and act and speak as their parents do. I have very rarely seen or heard of another parent or teacher speaking up after hearing about (from their own child) or witnessing on the playground or bus stop another person's child who was a recipient of bias, bullying or discrimination. It's implicit bias and it takes a perceptive mind and careful detective work to "see" it.

I have not come across an example of staff members treating students nor families unfairly.

I'm pleased by the HSO. Social media comments aren't great.

No one in the Mahwah school district is discriminating any particular group of people. Young children should not have to focus on "differences" from their peers or staff members but rather respecting anyone who respects you, and loving everyone. "Treat others the way you want to be treated" is how children should be taught, we don't believe the focus should have to be race religion or sexual orientation based.

Our children are not in a minority group and I don't think they've ever been discriminated against- I can't answer for any other parents or children. I HOPE that our staff treat students fairly and I EXPECT that they would speak up if they witnessed discrimination BUT I don't know if they are even aware of their own biases? I know I was not always aware of my own biases, the extensive training I have received at work has certainly helped- but staff need really good resources in order to recognize bias because it's not always



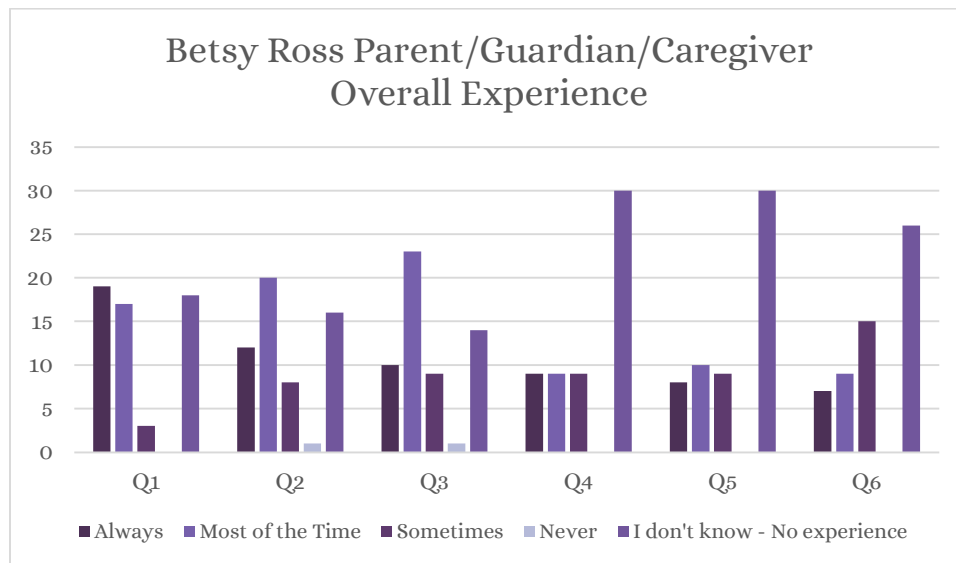
obvious to all of us- especially those of us who are European-Americans and have not traditionally been trained in understanding how different other Americans' experiences can be.

Some parents in the community are blind to their own biases and scared of change.

There is favoritism with female teachers to female students. I've seen it with every teacher my son or daughter has had. Both kids are extremely nice, smart and respectful and my daughter gets favored. There is no noticeable difference in personal or academic behavior and my son seems to be forever "average" even though he excels in many areas that is tested/graded. He has a slight studder (we worked on it with a speech therapist it is barely noticable now) so that bias i think automatically makes the teacher think "this kid isn't advanced b/c he studders". Meanwhile I hired a Tutor and i teach him myself on top of school how does he not have any 4's?? Impossible. You should see his artwork it is amazing for the age level and I know as I am an artist myself. He got a 3 in art.. No way he's a 3. Just an example. He never gets a math problem wrong.. he can read and his writing is perfect.. However he gets all average whereas my daughter gets all perfects. Hmmm?

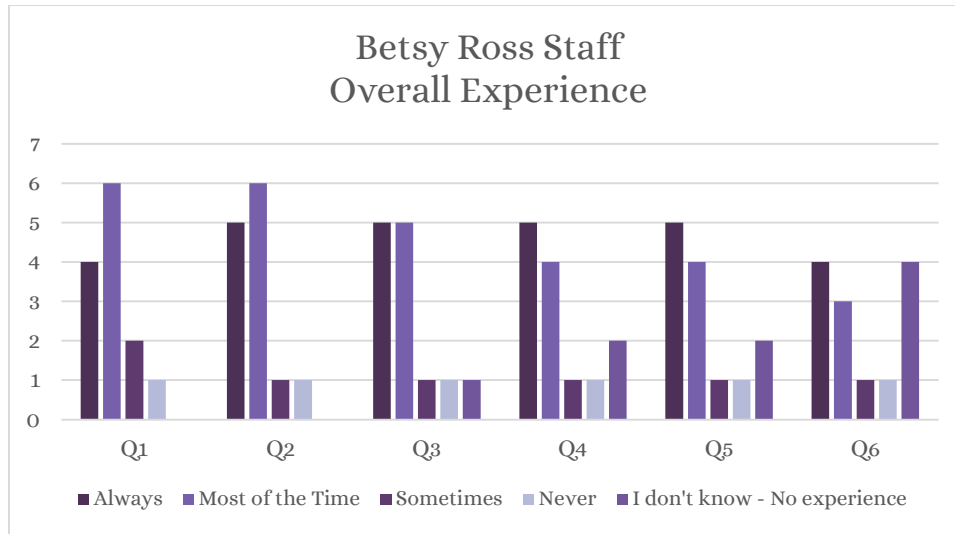
Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	33.33%	21.05%	17.54%	15.79%	14.04%	12.28%
Most of the Time	29.82%	35.09%	40.35%	15.79%	17.54%	15.79%
Sometimes	5.26%	14.04%	15.79%	15.79%	15.79%	26.32%
Never	0.00%	1.75%	1.75%	0.00%	0.00%	0.00%
I don't know - No experience	31.58%	28.07%	24.56%	52.63%	52.63%	45.61%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	30.77%	38.46%	38.46%	38.46%	38.46%	30.77%
Most of the Time	46.15%	46.15%	38.46%	30.77%	30.77%	23.08%
Sometimes	15.38%	7.69%	7.69%	7.69%	7.69%	7.69%
Never	7.69%	7.69%	7.69%	7.69%	7.69%	7.69%
I don't know - No experience	0.00%	0.00%	7.69%	15.38%	15.38%	30.77%

Section 5 Comments:

Again these are hard to answer. My hope is this is all happening but I'm not seeing communications that show how it's being done and the impact. I want more teaching on inclusivity and equity and diversity.

I am a Betsy Ross through Mahwah High School alumni/graduate. 38 years ago I had a Japanese girl i was best friends with, 2x black kids and a native American from [redacted location] in Mahwah. I was also friends with a gay kid. I can name my Indian friends. Mahwah has always been inclusive even 38 years ago. Everyone treated the same, same opportunities. If these surveys are filled out to the contrary I'd love to hear the specifics because I lived this school system. Everyone was loved and had opportunities. Its naive to think all people will push themselves to be successful in "life" that's not how it works. Humans are all similar and different. Some motivated some lazy. Some perpetually happy some sad on a sunny day. Provide them all with same opportunities and some will flourish, some will flounder. Thats what makes humans amazing. We aren't ants.. You can't force everyone to be successful they have to want it too. And help themselves be great.. Line 30 kids up and tell them to race across a field. They all will finish at different times. Same with the human brain. No two are identical.

I do not hear about anything happening at [redacted school name] that supports equity and inclusion. Therefore, I am not sure if it is being integrated into the day to day at school or otherwise.

I hesitate to answer "always" but recently the school board has been taking good action to increase DEI in the schools.

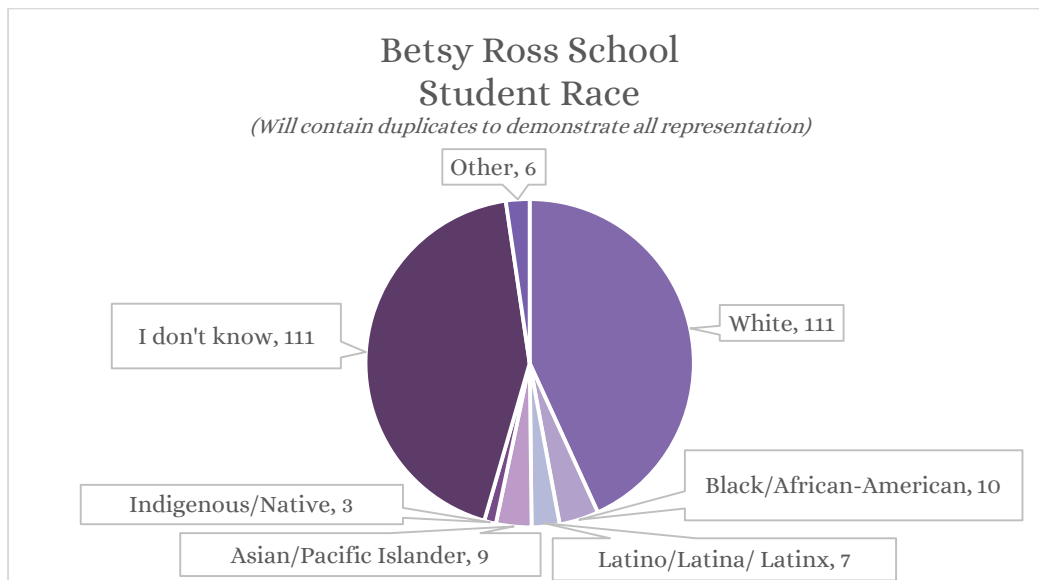
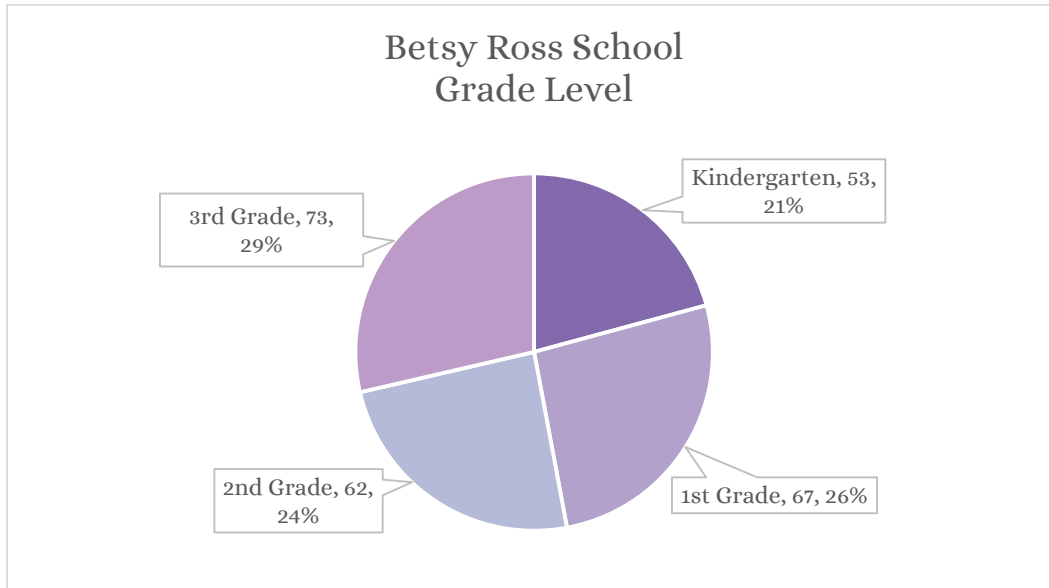
I think we could benefit greatly from explicit actions involving equity and inclusion within the community, as a whole.

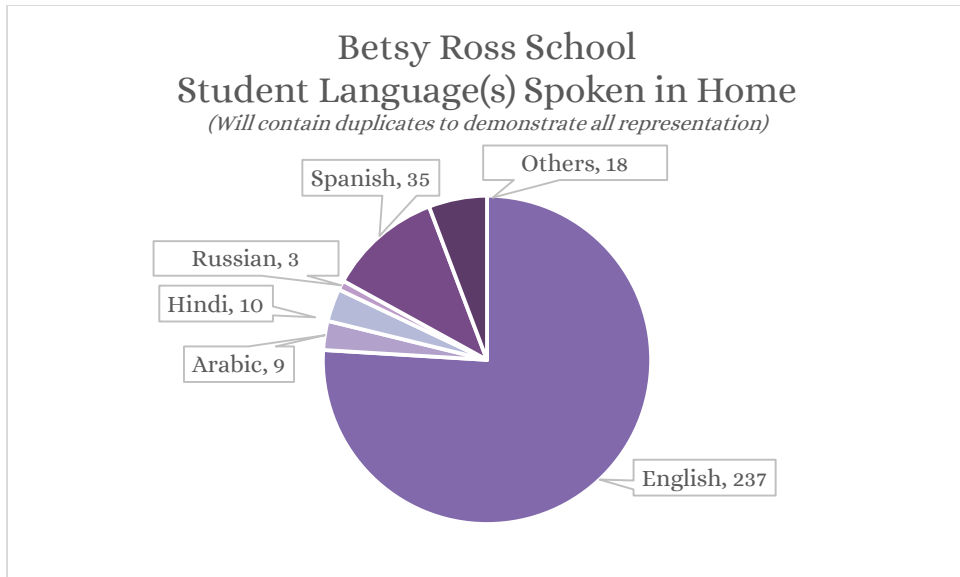
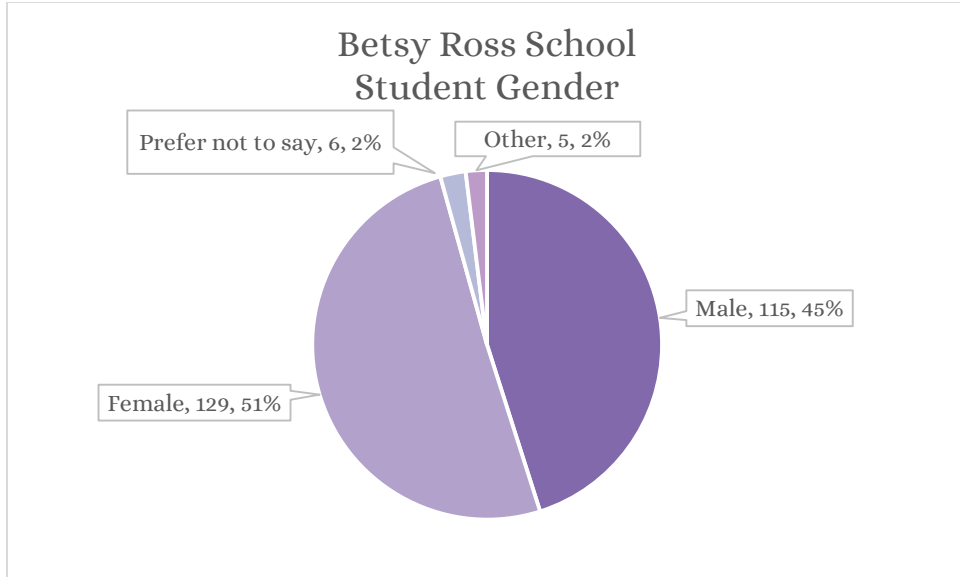
Without mitigations against covid high risk families have to choose between risk and exclusion. School days and events are not inclusive as they put us at risk of severe illness, death, or debility. Vulnerable students have no protection beyond vaccines and 1 way masking, a burden that forces high risk families to self identify and take on the financial cost and social burden of standing out. We are powerless to improve air quality, ask the community to vaccinate/stay home/test, know when we're exposed, increase caution during outbreaks etc. Students start every day with a superspreader full school assembly packed in the gym where they talk about citizenship while practicing disregard for health and safety.



Mahwah Township Public Schools Betsy Ross School Student Survey

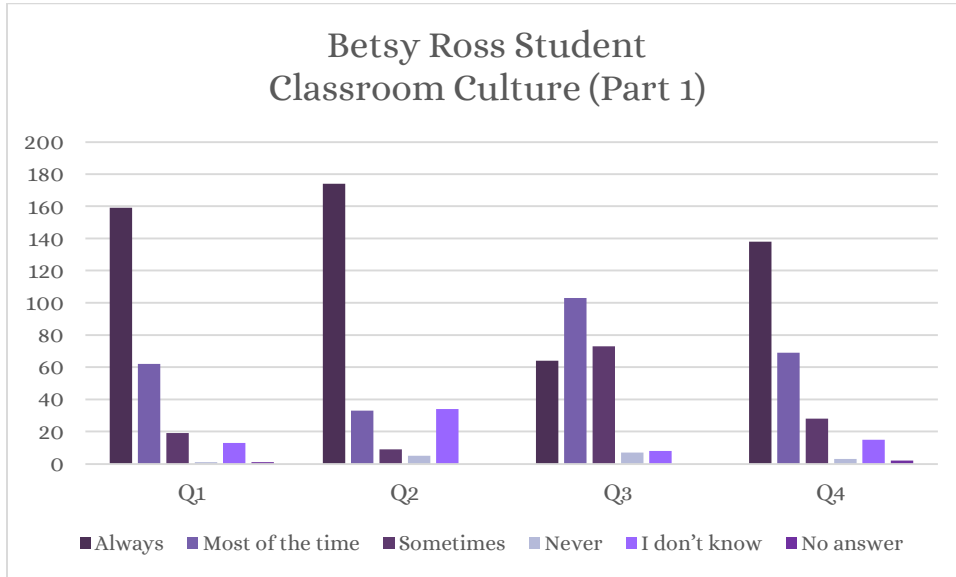
Student Survey Respondents: 255





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Other students are nice to me.
- Q4: I do well in my classroom/school.

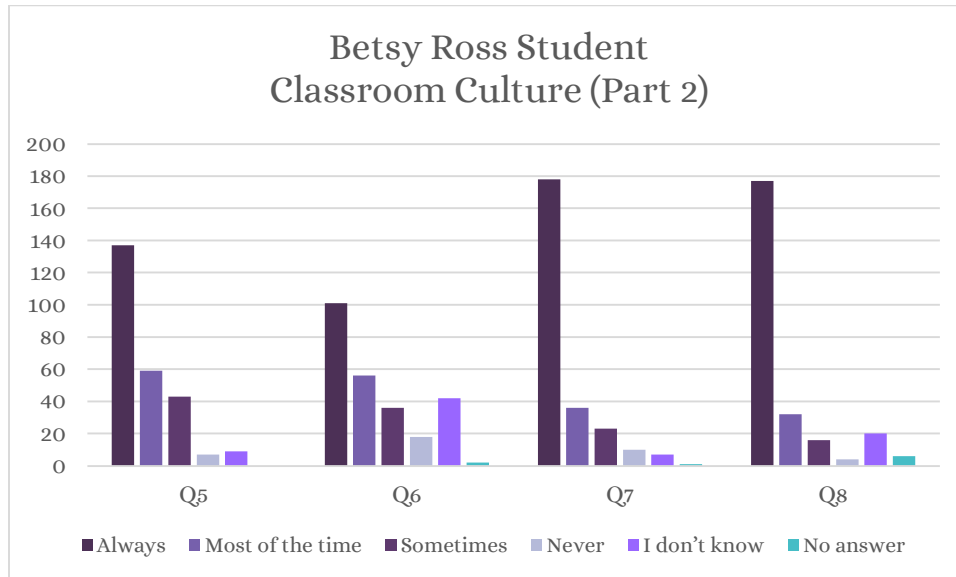


	Q1	Q2	Q3	Q4
Always	62.35%	68.24%	25.10%	54.12%
Most of the time	24.31%	12.94%	40.39%	27.06%
Sometimes	7.45%	3.53%	28.63%	10.98%
Never	0.39%	1.96%	2.75%	1.18%
I don't know	5.10%	13.33%	3.14%	5.88%
No answer	0.39%	0.00%	0.00%	0.78%



Section 1b: Classroom Culture - Questions and Responses

- Q5: I feel good about myself.
- Q6: I can share how I am feeling with other students without being made fun of.
- Q7: I am safe in my school.
- Q8: I know the school rules and what will happen if I don't follow the rules.



	Q5	Q6	Q7	Q8
Always	53.73%	39.61%	69.80%	69.41%
Most of the time	23.14%	21.96%	14.12%	12.55%
Sometimes	16.86%	14.12%	9.02%	6.27%
Never	2.75%	7.06%	3.92%	1.57%
I don't know	3.53%	16.47%	2.75%	7.84%
No answer	0.00%	0.78%	0.39%	2.35%

Section 1 Other Ideas:

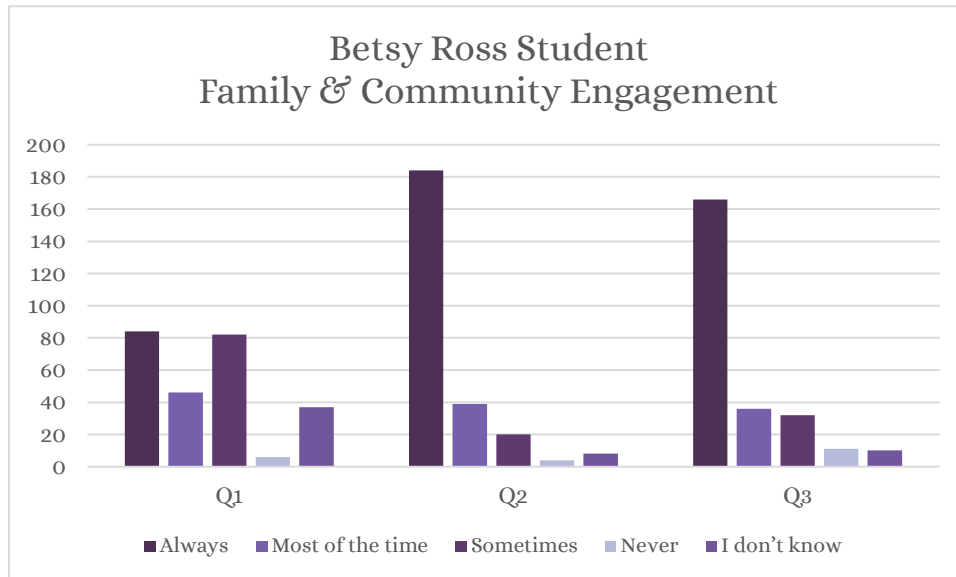
- every one shuld not be mean to your classmate.
- for my friends to be more nice to me.
- great
- I always feel great in school
- I am very glad for having my class and teacher this year I feel great about this year and that my success will pay off.
- I feel a bit bullied
- I feel a little bord in school
- i feel as safe as i can be
- I feel good about my class /school .
- I feel like I am getting yelled at in line and people are purposly pushing me in line
- I feel really great at school because i'm with my friends.
- I feel tired and happy in school
- I fell like sometimes my friends are being mean.
- I have a good teacher
- I love it!!!



Make sure you include people who are left out!!
 recess is boring during winter
 some whon makes fun of me and my mom
 sometimes people make fun of me

Section 2: Family & Community Engagement - Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I have friends at school.
- Q3: I have friends outside of school.



	Q1	Q2	Q3
Always	32.94%	72.16%	65.10%
Most of the time	18.04%	15.29%	14.12%
Sometimes	32.16%	7.84%	12.55%
Never	2.35%	1.57%	4.31%
I don't know	14.51%	3.14%	3.92%

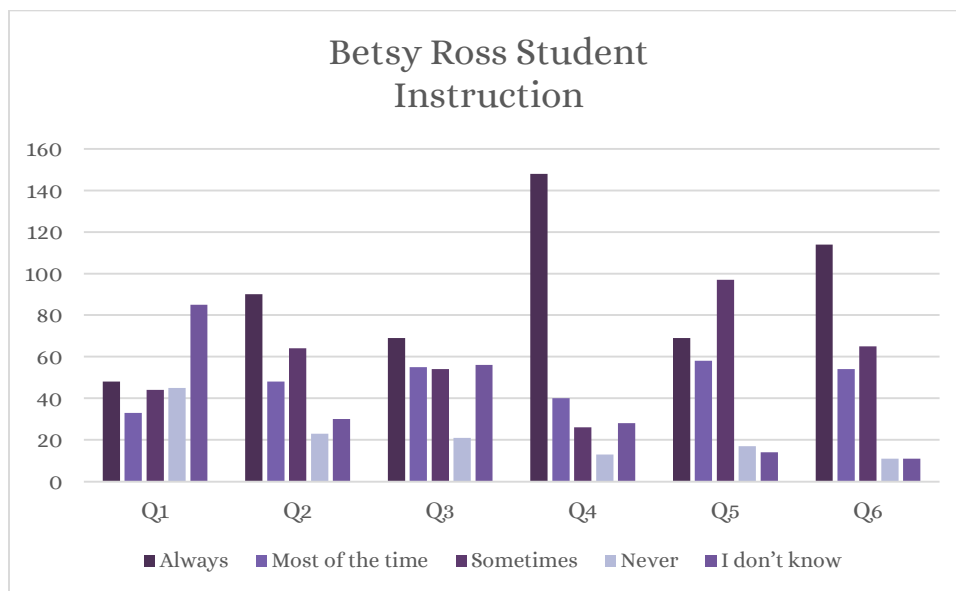
Section 2 Other Ideas:
 friends
 I have a lot of friends
 i feel safe with my family and my friends
 i have friends that are in [redacted]
 I like my friends and I wish I have more friends
 I love my friends!!!
 I love school with my friends and family .
 I want more frends.
 I wish I had more friends.
 My family and friends are respectful and kind too me and I hope that will stay the same.
 my finds are enerjetik lik me :D



My friend is ignoring me and is doing a mean glare at me and doesn't want to be friends and I do not like that and it hurts my feeling but I didn't be mean to her.:(
My friends are thankful.

Section 3: Instruction – Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I learn about people who are different than me.
- Q3: I am taught about people being treated differently.
- Q4: I am taught how to stand up for people who are being bullied.
- Q5: I work with other students to do my work.
- Q6: My teachers help me with my work.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	18.82%	35.29%	27.06%	58.04%	27.06%	44.71%
Most of the time	12.94%	18.82%	21.57%	15.69%	22.75%	21.18%
Sometimes	17.25%	25.10%	21.18%	10.20%	38.04%	25.49%
Never	17.65%	9.02%	8.24%	5.10%	6.67%	4.31%
I don't know	33.33%	11.76%	21.96%	10.98%	5.49%	4.31%

Section 3 Other Ideas:

i am lernig great and chach up ;D

I always work

I am learning all kinds of things from my amazing teacher!!!!

I get treated great but i feel like my teacher has a favorite

i learn different then other grades

I love my teacher's.

I love my teacher she taught me so much :)

I love my thecher!!!!

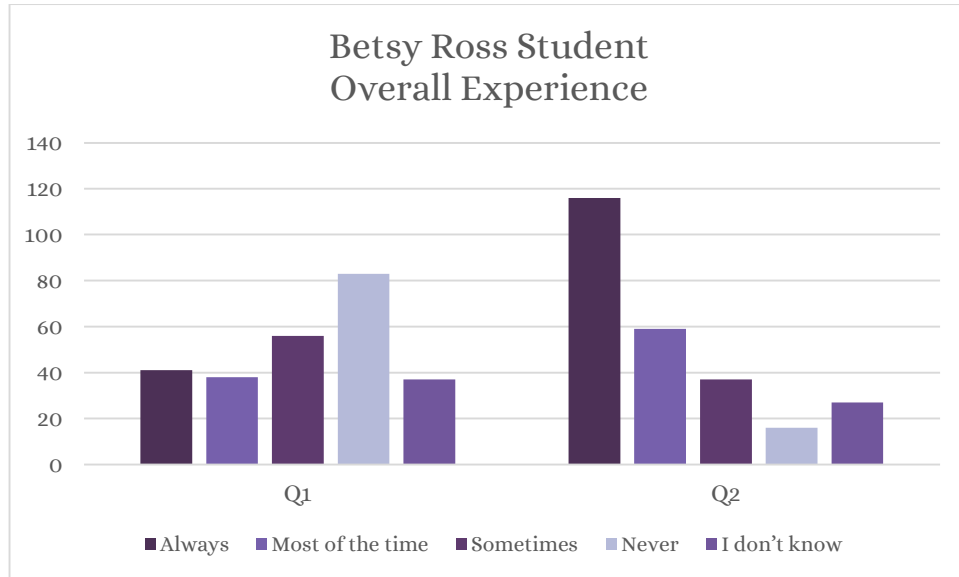
I'm learning how to get better at subtraction.



limet the theachers
 [Name Redacted] is the best!
 Only when I need help.

Section 4: Overall Experience - Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



	Q1	Q2
Always	16.08%	45.49%
Most of the time	14.90%	23.14%
Sometimes	21.96%	14.51%
Never	32.55%	6.27%
I don't know	14.51%	10.59%

Section 4 Other Ideas:
 Be kind to other people!!
 i am enjoying 3rd but its a little hard
 I am really enjoying 3rd grade.
 I am so included.
 i don
 i feel important
 I feel like other kids are being mean to me but I enjoy school too.
 I love My School!!!!!!!!!!!! (:
 I'm ingoing this school.
 it is so much fun
 its the best and great techeres
 [Name Redacted]



George Washington School Report

The audit team had the opportunity to speak with 56 people (breakdown below) and conduct 10 classroom observations within the George Washington School community on January 19, 2023, between 12:00 – 3:30 pm. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The audit team also spoke to students while conducting classroom observations.

- Administrators: 1
- Instructional Staff: 9
- Non-Instructional Staff: 5
- Parent(s)/Guardian(s)/Caregiver(s): 2
- Students: 39

Surveys were also completed by 236 stakeholders within the George Washington School community (breakdown below).

- Students: 184
- Parent(s)/Guardian(s)/Caregiver(s): 40
- Staff: 12

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by George Washington for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to George Washington School. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity audit process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, George Washington scored themselves a 9 out of 10 in Classroom Culture, noting multiple strengths, including: morning meetings and responsive classroom practices, use of a workshop model and providing SEL opportunities, the integration of diverse texts, inclusion of parents/guardians/caregivers and community presenters and volunteers, an environment of having a school “family” with the comfort to share feelings and an emphasis on community building and incorporating student interests, and an all-school morning meeting each Tuesday. Opportunities for improvement reported on the Self-Assessment included a need for a more uniformed approach to classroom



expectations while still maintaining the responsive and unique personalities of individual classrooms, differentiation practices, building staff capacity to use teachable moments to promote dialogue and inquiry, providing more themed days, ways to build upon values and empathy, more team-building school-wide assemblies, and offering teachers the opportunity to focus on their own wellness and health.

The first main concept of Classroom Culture, honoring student experience, addresses students being allowed to share their authentic selves and honoring that authenticity. Focus group interviews described efforts that are in place to honor student experience, including recognizing that there is a socioeconomic disparity seen among students at George Washington to spot any differences in experience that may impact the student's learning experience. Students who are in situations of different socioeconomic statuses will have unique perspectives and experiences when interacting with each other, especially when those experiences are also impacted by an intersection of marginalized identities. George Washington's leadership team also mentioned that the school is responsive to the needs of different backgrounds and curriculum, and the promotion of appreciation among students is used to help everyone come to the table recognizing differences as unique qualities. In addition to honoring authenticity, this section also addresses whether students feel welcomed, valued, and heard – which was shared in multiple focus group interviews as well as speaking to students during classroom observations. This was evident in the survey responses as well. All staff survey respondents answered always to students being valued as unique individuals. A large percentage of parents/guardians/caregivers (95%) also agreed with this statement, at least most of the time, with no responses of never. In the survey responses, a comment was made praising George Washington – calling it a “unique and nurturing place,” which is an example of the supportive culture of George Washington School. On the other hand, another parent/guardian shared a concern regarding students feeling included, stating that the aftercare program seems to treat certain students differently than others. While the concern did not expand on which student populations might experience this disparity, this data could signify a difference for students in non-classroom settings. In observations and in speaking with students during the on-site visit, students reported feeling valued at George Washington. It is encouraging that many of the students and adults feel a sense of community within their classrooms at George Washington.

When creating a thoughtful classroom setup, it is important to assess the accessibility of resources, materials, and space without boundaries or obstacles. Beyond physical setup, a thoughtful classroom environment creates an environment in which students build relationships and practice communication with their peers. This experience can allow students to explore the diversity of those around them and learn more about the cultures represented by their peers. Students who can feel this sense of connection are significantly more likely to engage in the lessons and feel a sense of pride in their learning.



Shared inquiry and dialogue in classrooms allow students to explore how they are alike and different, giving space for questions and discussion about student similarities and differences. One component of this concept is whether students are able to share their feelings without being judged. When examining the survey data, 52.72% of the students felt that they were able to share their feelings without judgment, at least most of the time. In contrast, 77.5% of parents/guardians/caregivers and 91.67% of staff answered that students are able to share their insights without judgment, at least most of the time. This discrepancy could be for a multitude of reasons; one of which could be that students and adults define the concept of judgement and/or being made fun of differently while another could simply be the concept of not being able to see the experiences of others (even with the best of intentions). If students don't feel as if they are able to share their thoughts and/or feelings, it doesn't matter how open the adults are to hear those thoughts/feelings. The foundational component of relationships needs to be built before students will feel comfortable opening up. Another piece to acknowledge is the question does not specify whether students feel judged by other students or adults. Classroom observations conducted by the audit team while on-site showed that the opportunity for inquiry and dialogue was apparent during lessons, with 81.82% of classrooms having various discussion opportunities for students to engage with each other and the teacher – and no judgment was noted by the audit team. Students were also given opportunities to take risks in learning, both individually and with fellow students, which was evident or very evident in 72.72% of the classrooms.

Students who feel a sense of safety, both social-emotional and physical, are more likely to succeed in their classrooms. At George Washington, the sense of safety is quite high with positive perceptions from both adults and students. When students were asked if they felt safe in school, no respondent answered never, and 86.96% of students said they felt safe, at least most of the time. Adults responded to the question similarly high, with 95.00% of parents/guardians/caregivers and 91.67% of staff reporting that the school is a safe environment, at least most of the time. In addition to looking at overall safety, the audit team also examined a deeper level of social-emotional safety by asking if students felt their peers were nice to them. The survey reported that 63.04% of students responded that other students are nice to them, at least most of the time. In further examination of this question, the audit team noticed that, of the students who did not answer this question positively, 35% of the respondents are either multilingual or potentially English Learners. When it is more difficult for students to communicate with classmates, it can be more difficult for them to make friends. George Washington School can examine the English Learners program to find out if there are any language gaps between peers that are making it more difficult for students to connect to each other and consider building bridges to address gaps that are identified.

Discipline practices that are values-based help students learn from their decisions and understand why certain expectations exist. In reviewing survey data, 77.72% of students, reported knowing the rules and understanding what happens if they break



those rules, at least most of the time. Much like social-emotional safety, of the students who did not respond positively, 40.00% identified as multilingual and 20.00% listed only Spanish as the language spoken at home. It is difficult to determine if a language barrier is impacting student ability to understand the rules and consequences, but it is advisable to examine this further. Parents/Guardians/Caregivers had a relatively positive opinion of discipline, with 70.00% responding at least most of the time to the statement of, “The school disciplines fairly and appropriately.” The other responses included 22.5% choosing “I don’t know – no experience”, which could possibly be that a family’s student has not received disciplinary action but would need further investigation into the school-reported data to prove. Since there are no incident reports for the current school year through January 4, 2023, the audit team believes this could likely be a reason for the lack of knowledge on discipline. Although students and parents/guardians/caregivers reported a fairly positive perception of discipline, the staff reported slightly less favorable perceptions. Only 58.34% of staff expressed that discipline is fair and appropriate, at least most of the time and 16.67% of staff reported that discipline is never fair or appropriate. Looking further into this, half of the written comments provided around discipline referring to inconsistency of enforcement and students not taking consequences seriously. Inconsistency of enforcement was a concern that the audit team heard across the district and will include more information in the District Equity Audit Report of Findings. In addition to perception, it was difficult to use student-provided data to determine any racial disproportionality because 41% of students who completed the survey responded that they did not know how to identify their race. This is not uncommon for younger students. At the same time, there are benefits to being able to talk openly about identity – which will be discussed further within Instruction.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity audit process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, George Washington scored themselves an 8 out of 10 in Family & Community Engagement. Within their Self-Assessment, many strengths were self-identified and included in the following sentences. The leadership of George Washington prides themselves for always putting themselves in the family’s shoes. The Self-Assessment acknowledged that, in the family’s mind, their child comes first. The families want to see and hear how their child is doing. The staff at George Washington reported posting daily photos of classroom activities, curriculum, and crafts to keep families aware of what is happening in the classroom. The staff also reported using Google translate to facilitate communication with families whose primary language is not English. Families are invited into the classroom during American Education Week.



The staff believes they provide many opportunities for families to feel valued. It was also reported in the Self-Assessment that teachers use a variety of measures to communicate with families and to embrace cultural differences, such as welcoming family members to classrooms to share experiences, traditions, and unique differences. For example, third grade teachers reported inviting families to teach students about their family immigration stories through videos, slideshows, books, crafts, and other exciting activities. One area reported as an opportunity for improvement within the Self-Assessment was supporting more local efforts and bringing in more community organizations. George Washington also reported wanting to continue to develop meaningful and valuable connections among all families and community members.

Culturally sensitive communication is defined as being inclusive with language, including materials sent home as well as language being used (both verbally and written). For example, when looking at the website and other materials, are there references to mom/dad or is it more inclusive to look at many different family structures? Culturally sensitive communication allows all members of the school community to feel seen, heard, and instills a sense of belonging. The adult survey found that 87.5% of parent/guardian/caregiver respondents and 83.34% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The district scores were the exact same for parents/guardians/caregivers and slightly higher from staff (with 91.67% of staff reporting district communication being inclusive, at least most of the time).

When discussing important topics that impact the whole community, it is important to include a variety of voices throughout the community at-large. Including family and community wisdom provides a richer, more robust understanding of the overall needs of the community. The inclusion of family and community wisdom reflects the importance of including diverse perspectives in learning opportunities, conversations, and decision-making. When asked about whether families are encouraged to participate in school-level activities, the responses were again quite positive with 95% of parents/guardians/caregivers and 100% of staff reporting that this happens, at least most of the time. When asking about whether families are encouraged to participate in district-level activities, the staff percentage dropped slightly (to 91.67%) while the parent/guardian/caregiver percentage stayed consistent at 95%.

Within a school community, connections are everything. When the community feels connected to the work being done in a school system, the level of trust increases ultimately leading to higher levels of success for the main stakeholder group – the students. On the adult survey, 95% of parents/guardians/caregivers reported that they are encouraged to participate in school activities. This percentage is directly aligned to the number of parent/guardian/caregiver respondents who reported being encouraged to participate in district-level activities. This data, along with the feedback from the focus group interviews, shows that both George Washington as well as the district



have created a welcoming and open environment where most parents/guardians/caregivers are welcomed and will be heard. However, from a student perspective, only 48.37% of students reported that their parents/guardians/caregivers and teachers talk to one another. In addition to having communication between the home and the school, it is important to communicate that open level of discussion with the students.

During conversations with the various stakeholders of George Washington, the audit team was told about a district-level initiative spanning two-years to develop community partnerships, the Thunderbirds Partnership. George Washington prides themselves on community engagement. Continuing to emphasize this partnership incorporates one of the greatest local resources, Mahwah's community. The audit team encourages this initiative to be at the forefront of engagement initiatives.

Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community for all stakeholders. George Washington School encourages community partnerships by holding collections for the Center for Food Action, clothing drives, etc. while creating partnership opportunities provided by the HSO (Home School Organization) to become part of the school community. George Washington has utilized the Thunderbird Partnership, as well, where educators can find local experts to help in teaching students about community issues and problems.

Instruction

Within Instruction, there are five main concepts that are examined during the equity audit process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, George Washington scored themselves an 8 out of 10 in Instruction, noting strengths in the implementation of differentiation, use of portfolios to monitor progress, assessing and re-teaching concepts to students, use of DEI mentor texts to enhance the curriculum, access to ELA instructional coaches, positive classroom culture (teachers can engage students in meaningful conversations where opinions, perspectives, and recommendations are shared in a comfortable setting), and a knowledgeable staff who are skilled in engaging students in learning in ways that support their ability to make real-world connections that help to deepen their understanding of content. Potential opportunities for improvement were noted on the Self-Assessment in the areas of professional development and acquisition of skills with a desire to remain current on best practices in research to improve the quality of instruction and a desire to improve in their use of assessments to recognize student growth over time instead of the reliance of benchmarks, scores, and grades.

According to the Danielson Framework for Teaching, when students are engaged in learning, instructional materials and resources are used to support intellectual engagement among students and deep learning of the content. The audit team



observed that in 72.72% of classrooms, students were actively engaged in the completion of learning tasks. These tasks included, but were not limited to, skills-based centers and guided note-taking opportunities. Students had access to technology, manipulatives, multi-media, and, in some cases, assistive technology, which was used to support a student with special needs. The audit team also observed that students were engaged in rigorous course work in 81.82% of the classrooms. In one classroom, students conducted research by consulting informational texts to gather information that would be used to write an expository essay. In another classroom, the teacher used a math game to engage students in learning.

During classroom observations, the audit team observed differentiation in 72.72% of the classrooms visited. Teachers made use of differentiated learning opportunities and activities during instruction to meet the unique needs of their students. This was most evident when teachers met with students in small groups to provide explicit instruction on targeted skills. Paraprofessionals assisted in classrooms as students completed assigned tasks. In 72.73% of the classrooms, the students were presented with activities and learning that was challenging, yet attainable. In 81.82% of the classrooms observed, the students were provided support and assistance to understand content and accomplish tasks. These observations are relatively consistent with strengths that were identified in the Self-Assessment.

Cooperative and collaborative learning activities are vital to instruction. These opportunities allow teachers to actively engage students in their own learning through peer interaction. Such opportunities help to foster community and help to offset potential feelings of disconnection or isolation among students. When used effectively, students take shared ownership and responsibility for learning. The audit team observed that in 63.00% of classrooms, students collaborated with other students during student-centered activities. In one classroom, students worked with a partner/in a small group to conduct research for an expository writing assignment – then using the information gathered to support one another in their writing assignment. This observational number is slightly higher than the students’ perception of collaborative opportunities; only 53.26% of students reported that they work alongside other students to accomplish tasks. The audit team observed that in classrooms where students were not engaged in cooperative and collaborative learning, they either worked independently or the opportunities were not provided because the teacher was providing direct instruction to students in whole group. Within the concept of cooperative and collaborative learning, it is important to make the distinction away from ‘group work’. Sitting together to accomplish a task does not necessarily constitute cooperative or collaborative learning; ultimately, students need to support one another on accomplishing a common objective.

Real-world connections help students to relate classroom materials to their own personal lives, making it more relevant to students. Deeper connections to content will allow students to better conceptualize the lived experiences of others and it helps to improve retention and understanding of the information presented. The audit team



observed that there were limited opportunities for students to make connections from the content to real-life experiences. Such opportunities were only visible in 27.27% of the classrooms. In focus group discussions, the audit team learned that many teachers are consistently focusing on how to make the curriculum relevant to students in ways that they can connect to and are developmentally appropriate. Continuing with this initiative, making learning relevant to the daily lives and lived experiences of the students, will benefit the students of George Washington. During focus groups, many interviewed shared that DEI/JEDI work is important to discuss in schools with some of the reason being the ability to generate connections between their lives and the concepts they are learning. The audit team also heard many staff share that the use of DEI mentor texts is helpful in their efforts to engage students in content that allows them to make real-world connections. Unfortunately, as helpful as the DEI texts seem to be, the audit team was told that self-contained and resource rooms do not have access to the DEI mentor books.

Assessing students in terms of their growth focuses on the individual experiences of students and it helps to establish equitable assessment practices. In the adult survey, both parents/guardians/caregivers and staff had similar perceptions regarding students being assessed in terms of growth, with 83.33% of staff members and 82.5% of parents/guardians/caregivers believing this to be true, at least most of the time. During focus group interviews, participants disclosed that there is value in using assessments as tools to monitor students' learning and progress over time. Even with a high number of staff believing that students are assessed in terms of growth, during focus groups some instructional staff reported that assessments are used constantly to monitor students' learning and staff are feeling overwhelmed by the amount of data entry. It was further explained that staff are trying to balance the demands of assessment, data entry, and providing high quality instruction to their students. During classroom observations, the audit team did not find evidence of teachers' use of assessment to measure student growth. The audit team does not believe that this automatically equates to students not being assessed for growth; rather, the observation window simply did not allow for this to be observed.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, George Washington scored themselves a 7 out of 10 in Identity within Curriculum, citing multiple strengths, including: the use of the responsive classroom model, which allows staff to foster a sense of belonging among students in their classrooms; teachers engaging students in morning meetings every day and frequent assemblies to reinforce character education; and, students being encouraged to be proud of themselves, be confident in who they are, and to celebrate their unique



qualities. The Self-Assessment also identified opportunities for potential growth, citing a need for increased opportunities for students to showcase their talents, personalities, and to celebrate their cultural identities as well as a need for more support/training that will help teachers discuss DEI/JEDI topics with students in ways that are developmentally appropriate for students in grades K-3.

Cultural representation looks to ensure that the curriculum truly reflects the demographic of students who are served in schools. When young people learn about people who look like them, it helps to influence their identity. In the adult survey, 50% of parents/guardians/caregivers and 66.66% of staff respondents indicated that students are provided the opportunity to see themselves in the curriculum. However, when reviewing student responses, only 26.63% of respondents said that they learn about people who look like them, at least most of the time. In addition to all three groups being lower in percentages, the gap between adult and student perception is one that would benefit George Washington to review.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, George Washington scored themselves an 8 out of 10 in Diversity within Curriculum, citing multiple strengths including: their use of Responsive Classroom, DEI texts, Spirit Days, and ‘Tap in Tuesdays’. It was also reported in the Self-Assessment that multicultural consideration is always expressed and referred to as students learn so much from their teachers and peers. Also included in the Self-Assessment, was a potential opportunity for improvement around supporting students’ understanding of severe learning disabilities. It is important for students to understand, show patience with, and welcome students with academic, social, and behavioral needs. This will help to strengthen the classroom community in ways that support students who are transitioning from special education classes to general education settings.

Curiosity, empathy, respect, and understanding for others are emphasized when diversity is embedded into instruction. In the adult survey, 72.5% of parents/guardians/caregivers and 91.66% of staff indicated that students are provided the opportunity to understand how people are alike and different. In the student survey, however, the percentage drops again (similar to Identity within Curriculum) with only 55.44% of student respondents reporting that they learn about people who are different than them. During focus group discussions, stakeholders shared that Diversity within Curriculum is important and it should be initiated in a way that is authentically introduced to students in an age-appropriate manner. During the focus groups,



participants provided additional insight into the District's DEI mentor text initiative. The audit team learned that the initiative was started at the early elementary level to improve classroom library spaces by including books with diverse characters and authors in accordance with National Awareness months. Each book comes with a corresponding summary and ideas of how to integrate the book into lessons as well as teaching points and/or strategies. In discussing this initiative, some stakeholders shared their desire for training so that instructors are knowledgeable about ways to engage students in discussions about various social and cultural topics. In 27.27% of classrooms observed by the audit team, there was evidence that teachers provided opportunities for students to learn about their own and other's backgrounds, cultures, and/or differences. When students encounter learning in which diversity is naturally infused within the curriculum, students learn about differences in others with curiosity, empathy, respect, and understanding for others. This allows students to explore content in ways that move beyond the superficial and oversimplified teachings around diversity.

In addition to the materials themselves used in the classrooms, assemblies and activities are another way to infuse Diversity within the Curriculum. During a focus group, the audit team learned about an Around the World Assembly program that was inspired, and led, by a parent, which afforded students at George Washington opportunities to learn about the cultural identities of others. From what was shared, this is localized only to George Washington School.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, "Why are some people treated differently?" Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, George Washington scored themselves a 7 out of 10 in Justice within Curriculum. The following strengths were identified in the Self-Assessment: using Read-Alouds to celebrate the contributions of people from the past who worked for equality, discussing themes of justice as evidenced by topics of discrimination in the third-grade curriculum, and the curriculum allowing teachers to engage students in discussions about historical figures like Martin Luther King Jr., Rosa Parks, George Washington Carver, and Ruth Bader Ginsberg, that are specific to examining their contributions to society through their fight for equality. Within the Self-Assessment, an opportunity for improvement was also noted as needing additional professional development for staff so that they are better equipped to have conversations with their students about topics related to injustice and discrimination.

Teachers who are intentional about incorporating concepts of Justice into the curriculum allow students to examine the effects of privilege/power and oppression at both the individual and systemic levels. The audit team did not observe instruction in which students were taught concepts around justice and injustice. During focus group



discussions, the audit team learned that there is a fear among staff about addressing such concepts with students. This perception is attributed to feeling ill prepared to handle difficult conversations around topics. This was reinforced in the Self-Assessment as well noting that professional development is an opportunity for growth. During focus groups, one participant shared that “everyone wants to do it right; it's scary because the news showcases people getting into trouble.” In addition to not necessarily having the skills to navigate conversations around justice and injustice, some staff also shared concerns of retaliation by administration if parents/guardians/caregivers are offended. This concept is discussed further in the District Report of Findings. The concept of Justice within Curriculum helps to expand students’ worldviews in ways that challenge the student to think critically about real-world issues. This approach to instruction allows students to develop respect for differences in opinion and, most notably, they learn how to affect positive changes in their community.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, George Washington scored themselves a 7 out of 10 in Action within Curriculum. The Self-Assessment further identified that the successful implementation of Responsive Classroom in the school and students being taught about empathy are both strengths of George Washington. A potential opportunity was reported in the need to have more time to teach students how to speak out against unfairness in ways that are courageous and respectful.

Recognizing self-responsibility in carrying out collective action is emphasized within the concept of Action within Curriculum. In the adult survey, 45% of parents/guardians/caregivers and 41.67% of staff reported that students are empowered to take action around justice, equity, diversity and inclusion issues, at least most of the time. When asking students whether they are taught to stand up against bullying, 75.55% reported that they are given skills, and encouraged, to do so, at least most of the time. Stepping in when someone is being ridiculed and/or discriminated against is the crux of both of these questions; yet, the adult and student responses vary greatly. This showcases the need for a strong understanding of the work being done around the concept of DEI/JEDI. To reinforce this point, during a focus group, one parent/guardian/caregiver expressed concerns about how the topics of DEI are covered in the curriculum. After providing examples of how this ‘could’ be done, the participant was much more comfortable. Simply put, stakeholders wish to have additional information and a sense of clarity around what is happening in the schools. There is a perceived lack of transparency as it relates to communication about what is taught to students and when.



Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity audit process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, George Washington scored themselves a 6 out of 10 in Teacher Leadership, noting multiple strengths including: opportunities for growth/professional development being available for all staff members, all teachers (new and returning) are trained every year in how to respond to prejudicial behaviors and actions, course allotment, and SIOP training. Some opportunities for improvement noted in the Self-Assessment included offering more staff team building activities and a shortage of available substitute/guest teachers that impacted the ability to attend professional development sessions.

As educators, professional development and continuous learning is critical, especially in the areas of social justice. There are frequent opportunities for school-approved professional development. The staff of George Washington stated that the district as a whole has always provided many opportunities for professional development. Teachers have been a part of making choices for curriculum and materials that match their vision of supporting their diverse community.

Modeling the behaviors expected of students, such as speaking up against discriminatory behaviors, is critical. When considering whether staff members are open-minded and aware of biases, as well as whether they are speaking up and responding to prejudicial behaviors and actions, it was reported in the surveys that 50% of parents/guardians/caregivers and 100% of staff feel that staff are aware of their biases, at least most of the time. Further, 17.5% of parents/guardians/caregivers and 83.33% of staff feel that staff speak up against prejudicial behaviors and/or actions, at least most of the time. It is important to add to these numbers that parents/guardians/caregivers answered “I don’t know” to both questions 35% and 75% of the time, respectively.

The Self-Assessment reported that there are multiple cultural groups represented in Mahwah and the staff would love to learn more about each one, how to teach with diversity in mind, and would appreciate the time to learn and understand specific cultural norms. Some specific examples that were shared during focus group interviews, include: how some cultures welcome one another without eye contact or a handshake, how gender roles are perceived within some cultural groups, and the impact of religious observances. By making this an explicit focus area, building a solid foundation of awareness related to cultural competency, overall relationships and communication will ultimately increase.



The district is challenging building leaders and educators to develop learning environments that support social and emotional learning opportunities that are essential to the development of the whole child. This may include identity and purpose development, social awareness, and relationship skills, as well as responsible decision-making. Utilizing targeted professional development, teachers can identify culturally responsive ways to support their own cultural competence and understanding of societal dynamics and their impact on learning environments. This also fits within Danielson's Framework for Teaching used for teacher assessment and training.

Representation

Within Representation, there are five main concepts that are examined during the equity audit process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, as well as barriers to access, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, George Washington scored themselves a 6 out of 10 in Representation, noting the inclusion and celebration of all students' cultures and traditions, encouraging parents/guardians to enhance the curriculum, selections of books in the classroom libraries addressing many areas of identity and diversity, the widely diverse student population, and proportionate representation of students in all classrooms as strengths. Opportunities for improvement reported in the Self-Assessment included a desire to see redistricting to balance out the student population and more diversity in the teacher population across all schools.

When assessing cross-representation in the staff, the audit team noted that George Washington's Self-Assessment included teacher representation as one of the opportunities for improvement. Staff demographics, according to the survey, appeared nearly homogenous, with 100% of respondents identifying as white, 100% speaking only English in their homes, and 75% identifying as female. It is important to note, however, that only 12 staff members completed the survey for George Washington; the audit team recognizes that this is only a percentage of the staff and not a strong representation. The audit team encourages George Washington to assess why more staff members did not participate in the survey. Student demographics provided by the district for George Washington identifies 63% of the students as white, and 48% female. When reviewing student survey data around whether students see adults who look like them in school, 46.2% of students reported never seeing representation of themselves at George Washington. Of the students who answered none of them self-identified exclusively as white. This reinforces the importance of having diversity within staff representation.

Representation in materials in the classroom help students feel ownership over their learning and connect with the lessons. During the focus group interviews, it was



shared by staff that there are concerns that while the district is passing along DEI initiatives and curriculum, not all staff are feeling prepared to lead these conversations with the students. When initiatives were first started by the district, a Google document was used to disperse materials, but the staff felt there was a lack of trust as it tracked who accessed the document. Classroom observations of representation in materials were mixed, with some classrooms having collections of diverse books in their libraries to other classrooms having minimal DEI materials. One classroom's only decoration was a map of the United States, while other classrooms had a selection of diverse images. In 27.27% of the classrooms observed, there was no evident representation in materials and/or decorations and in only 9.09% of the classrooms was diverse representation very evident.

Accessibility in the classroom includes physical accessibility to the buildings and classrooms as well as access to different materials and technology. In 90.90% of classrooms observed during the audit, access to diverse materials was evident or very evident. In one classroom, individual boxes with the materials for the lesson were distributed to the students. In another, students retrieved their materials from a general supply bin in an orderly fashion. Even though 100% of the staff and 95% of the parents/guardians responded that the buildings in the district are physically accessible, there was a comment on the survey, "Doors aren't always handicap friendly." The information shared in this comment may be worth investigating further. Though there were no additional comments specific to George Washington for physical accessibility, this comment does reflect the experiences stated at some of the other buildings in the district.

George Washington is the only K-3 school in Mahwah Township Public Schools to have a self-contained Special Education program. As reported in a focus group interview, this leads to a much larger special education population at George Washington compared to other schools in the district. Staff focus group participants also raised questions about the redistricting that has occurred, wondering why the decisions were made. A staff member who has experienced other schools in the district also commented on the differences that they notice across the elementary schools, stating that George Washington is "very different from the other schools". This individual did not have any reason why this occurs or how the decisions are made but recognized that there is not one consistent culture across the district.

According to the district discipline data, there were no reported disciplinary incidents during the first half of the school year at George Washington. When considering if staff members treat students fairly, 100% of staff and 77.5% of parents/guardians responded with yes, at least most of the time. There were no responses of never in any of the adult surveys, and out of the six responses of "I don't know", there was a comment that this parent/guardian/caregiver was only exposed to the community and staff during the Board of Education meetings and open houses, making their perspective limited. Although it is important to remember that student responses for racial identity were close to 40% "I don't know" responses, making any racial disparities on the survey



inconclusive, students seem satisfied with the way they are treated by the staff and principal. Teachers being fair to students was seen, at least most of the time, by 85.87% of the students. Similarly, 90.22% of student respondents believe the principal is fair, at least most of the time. Along with the perceived positive culture of discipline at George Washington, the lack of any reportable disciplinary incidents implies that a proactive method for redirecting and learning from experiences is likely being utilized.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity audit process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, George Washington scored themselves a 7 out of 10 in Overall Experience. Multiple strengths were reported in the Self-Assessment, including: tracking common literature experiences and activities, establishing an inclusive environment, and accommodating learning styles was important to increasing the level of JEDI work in the school. Some opportunities for improvement mentioned in the Self-Assessment were modeling equity for faculty and staff, giving students a voice, and addressing inappropriate remarks. The Self-Assessment also reported a desire to see diverse families come together to learn about one another so that what they are teaching and embracing in the school is followed through when children go home.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, there is a perceived disconnect between the Board of Education, district-level leadership, and school-level leadership. Only 62.5% of parent/guardian/caregiver and 66.67% of staff respondents believe the Board of Education supports decisions that uphold all students, at least most of the time. An even smaller percentage, 55% of parent/guardian/caregiver and 58.33% of staff respondents reported that the Board of Education makes decisions regarding inclusivity work that they agree with, at least most of the time. These numbers reflect a lack of shared focus among all stakeholders on the consistent commitment to this work between the buildings and district office.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect stakeholders to 'buy-in' to the concept. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in among the community.

The past few years have brought much more attention to JEDI work at George Washington and in the entire Mahwah community. Teachers have reported that meaningful work has been done to begin to bridge gaps and vacancies in the curriculum. The current mission of George Washington is to ensure that students are seeing themselves in the material used to instruct students and that experiences are



supported when it comes to learning about the many differences among us. Some staff members, in both the survey and in focus groups, shared not feeling supported in promoting the vision of this work due to community backlash from parents/guardians/caregivers, stunting the progression of this work. This was a theme identified throughout the district and will be addressed in the Equity Audit Report of Findings.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the audit team identified the following consistencies and inconsistencies with the perceptions of stakeholders within George Washington School.

Classroom Culture was highly rated at George Washington on the Self-Assessment, citing the concept of having a school "family" as a notable strength. Honoring student experience demonstrated that the perceived socioeconomic disparity can cause a different perspective on similar situations. Students are feeling included in their classrooms, although they do not seem as empowered to share their thoughts and feelings. Only 52.72% of students felt they could share thoughts and feelings without judgment, at least most of the time, even though 91.67% of parents/guardians/caregivers and 77.50% of staff answered the same way. Discipline was considered by 77.72% of students and 70% of parents/guardians/caregivers to be fair, at least most of the time, but only 58.33% of staff respondents agreed. Many of the reasons identified for this discrepancy can be traced back to a lack of understanding, communication, and trust between staff and leadership, especially in regard to discipline and follow-through with decisions. This is not isolated to George Washington.

Communication is an important aspect of Family & Community Engagement, with language being expressed as an important opportunity to be inclusive of community dynamics. The perception of stakeholders within George Washington is that they feel included at both the school and district levels, and feedback provided during the focus groups show that the environment is frequently perceived as inclusive and welcoming. The Thunderbird program was cited as the primary use of local resources. George Washington also reported working with community support programs such as clothing drives and the Center for Food Action.

Instruction considers the critical engagement in the materials presented to students, which was seen in 81.82% of the classrooms observed by the audit team while on-site, with teachers providing opportunities for students to dive deeper into learning. Cooperative and collaborative opportunities in the classrooms help students learn through peer interactions. Real-world connections help students understand what they are learning about, although only 27.27% of the observed classrooms demonstrated connections to the real world.



The first area of Teacher Leadership that was considered within the Equity Audit was the necessity for professional development, with frequent opportunities provided to the staff. One disconnect that was seen at George Washington was the perception of staff compared to the perception of other adults and the students – especially in regard to the awareness of biases that exist within the staff. Bias lives in all humans, taking root through lived experiences and the environment. Rather than deny the existence of such biases, it is extremely impactful to acknowledge and reflect on how to overcome such biases.

Within Representation, it was shared that hiring a more diverse staff is one of the main goals at George Washington. This aligns with the homogeneity reported in the survey, with 100% of staff respondents self-identifying as white. Representation in materials was seen as a necessity, but many staff reported being concerned they are not being given tools to properly navigate conversations that might arise with an increase in diverse texts.

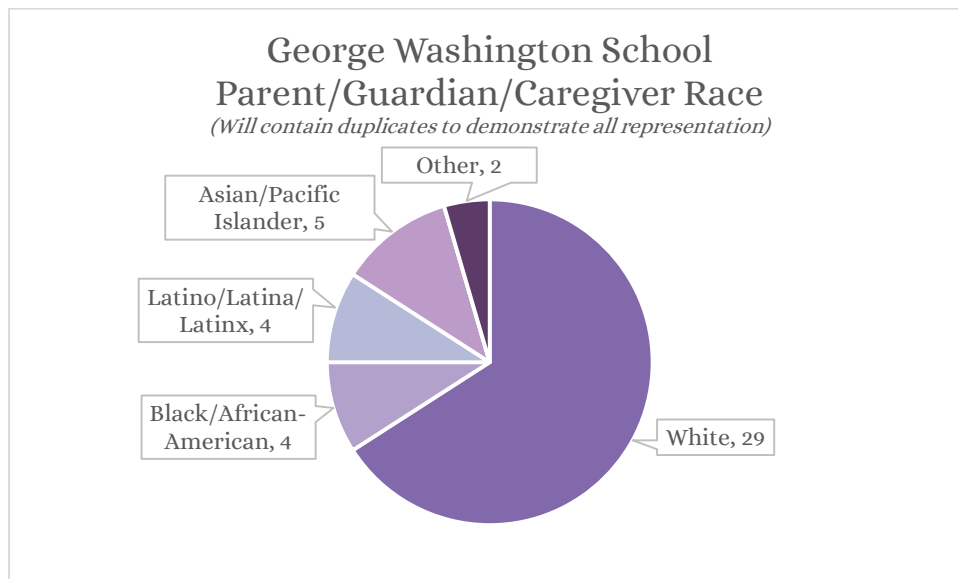
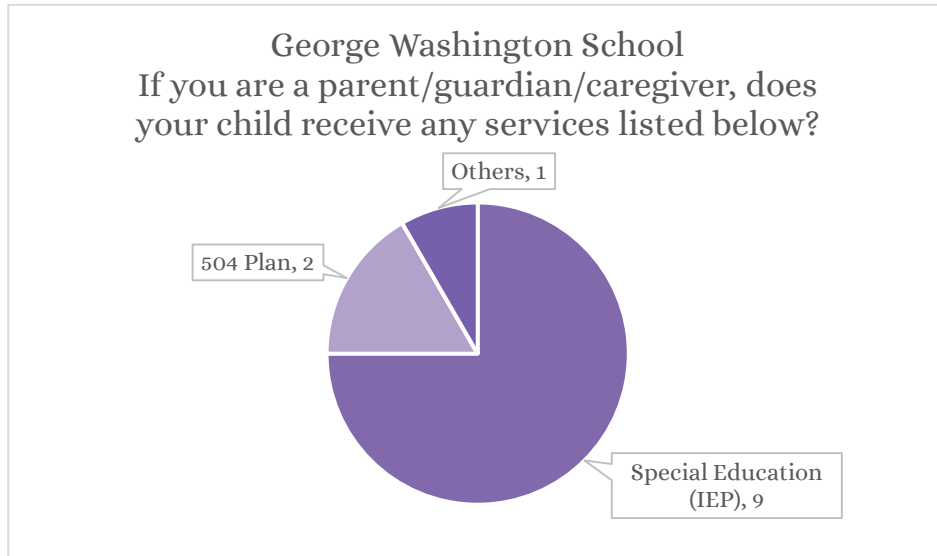
Overall, the culture of George Washington is one that is accepting, warm, and nurturing. Two general opportunities arose within George Washington. There is a disconnect between the different layers of leadership and expectations related to JEDI policies and procedures. Also, although there is a vocal shared commitment around this work, especially at the staff level, the audit team feels that a better level of understanding might help move past sympathy and into the realm of empathy for the students served within George Washington School. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from George Washington School. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

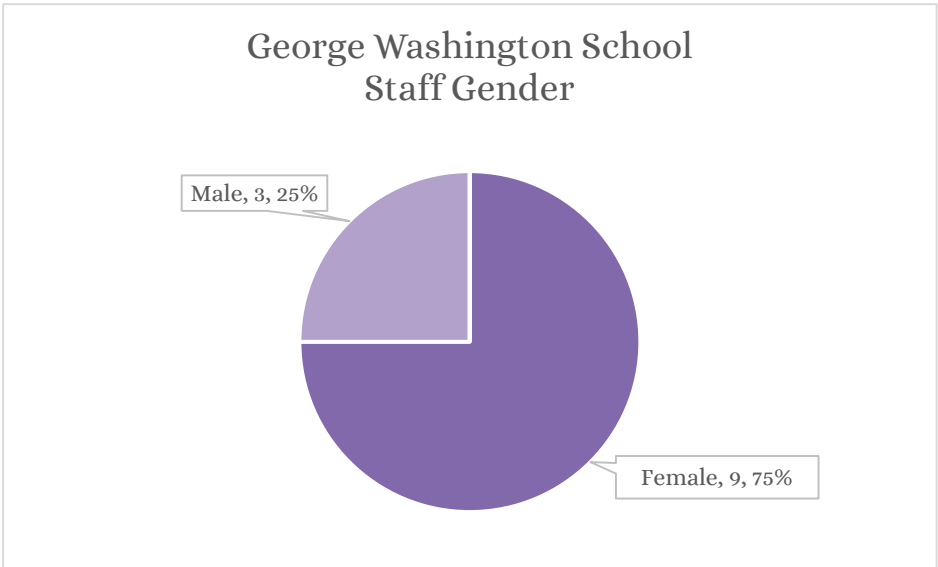
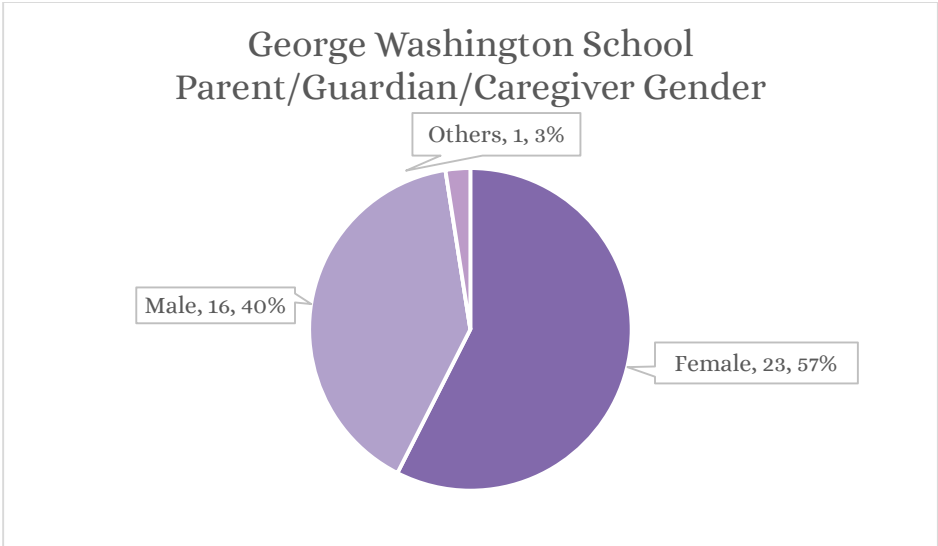
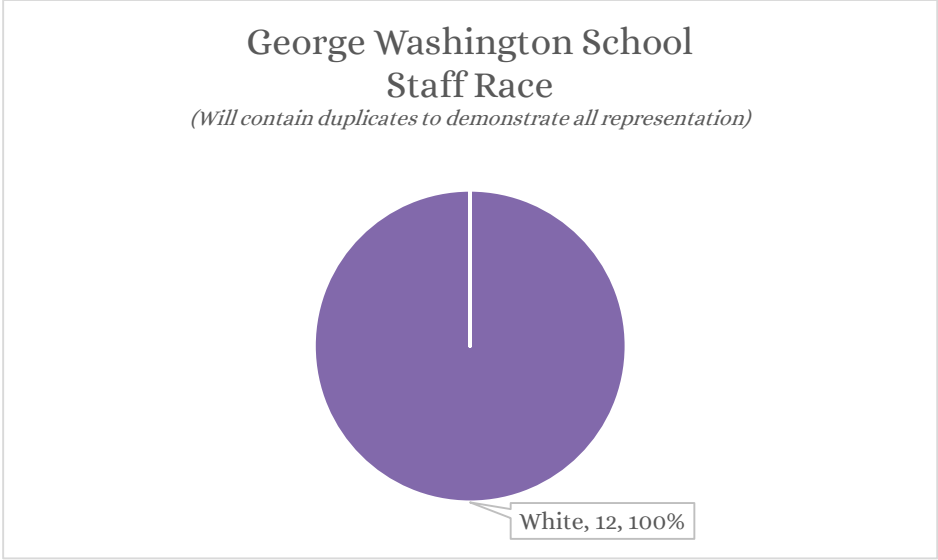


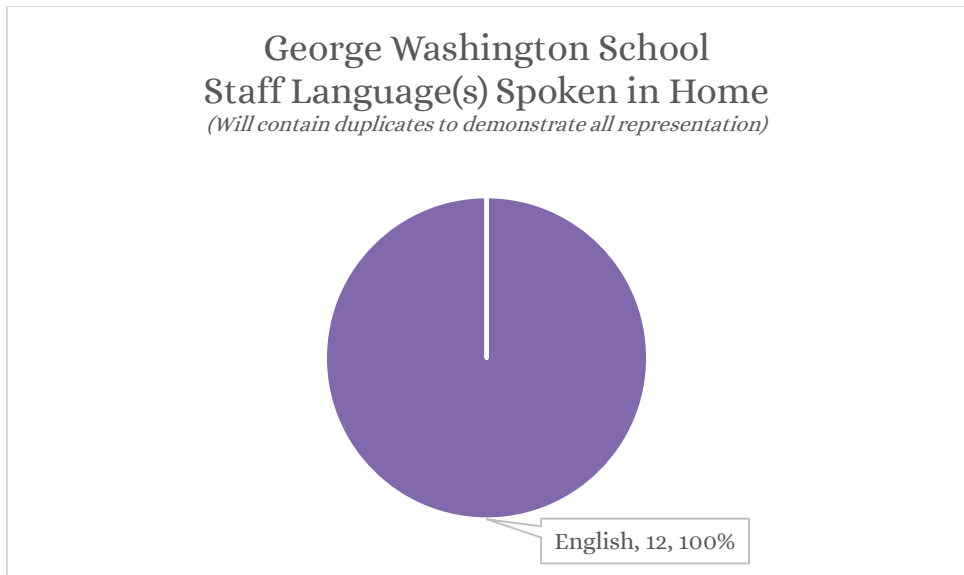
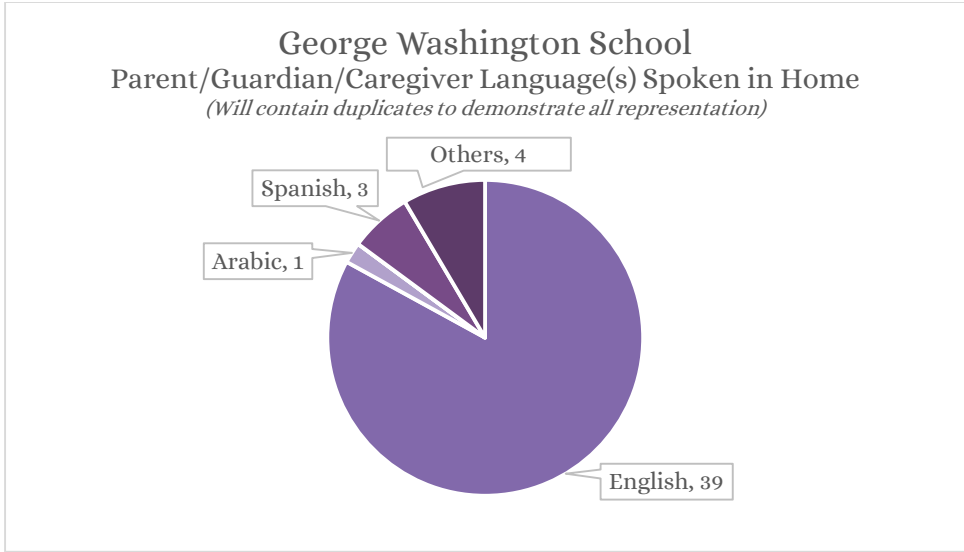
Mahwah Township Public Schools George Washington School Adult Survey

Parent/Guardian/Caregiver Survey Respondents: 40

Staff Survey Respondents: 12

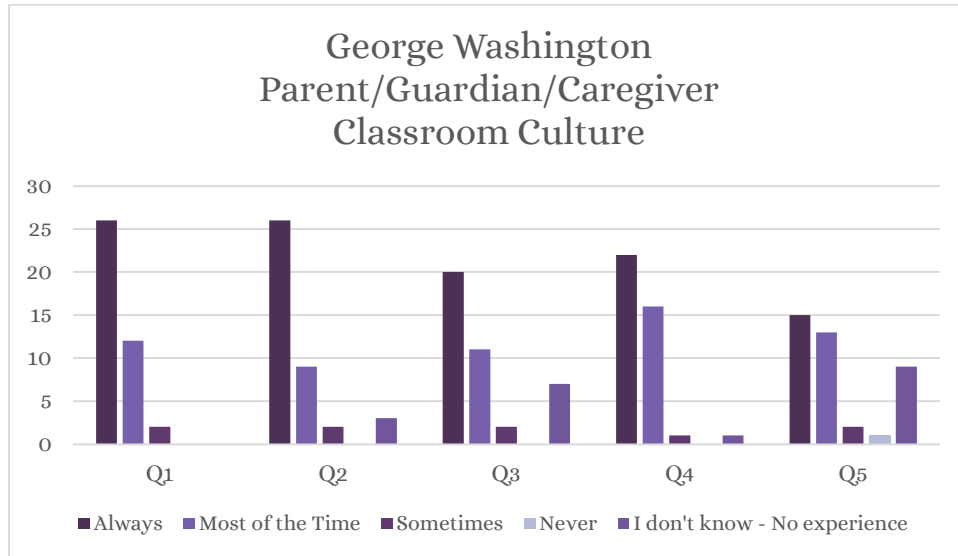






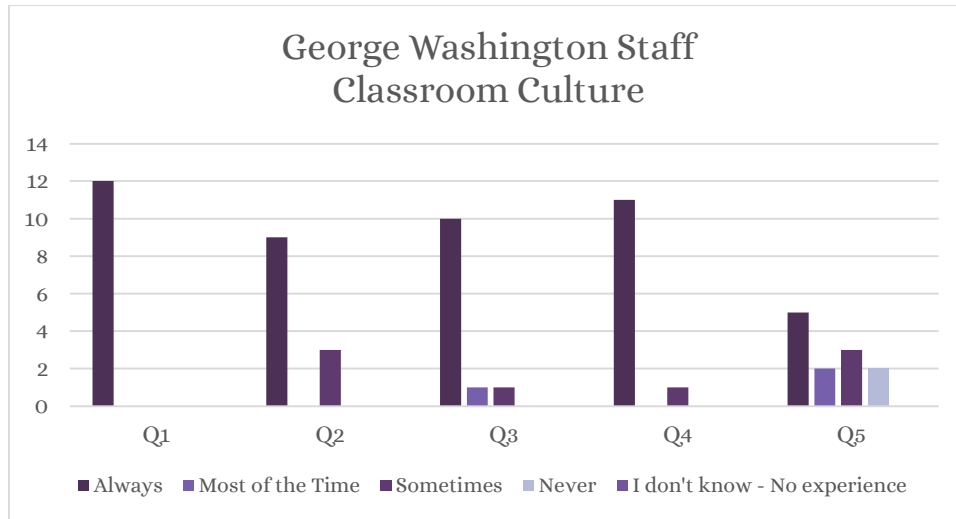
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



Section 1	Q1	Q2	Q3	Q4	Q5
Always	65.00%	65.00%	50.00%	55.00%	37.50%
Most of the Time	30.00%	22.50%	27.50%	40.00%	32.50%
Sometimes	5.00%	5.00%	5.00%	2.50%	5.00%
Never	0.00%	0.00%	0.00%	0.00%	2.50%
I don't know - No experience	0.00%	7.50%	17.50%	2.50%	22.50%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	100.00%	75.00%	83.33%	91.67%	41.67%
Most of the Time	0.00%	0.00%	8.33%	0.00%	16.67%
Sometimes	0.00%	25.00%	8.33%	8.33%	25.00%
Never	0.00%	0.00%	0.00%	0.00%	16.67%
I don't know - No experience	0.00%	0.00%	0.00%	0.00%	0.00%

Section 1 Comments:

COVID may have complicated things for teachers and staff so in general student behavior is an issue and probably very stressful for them. However, I believe [redacted school name] is a smaller school and tries their best given the circumstances.

[Redacted school name] is a unique and nurturing place

I have experienced the victims being punished while the perpetrators are defended for their mis-actions and wrong-doings. I have experienced school authorities invalidate and deny racial injustices.

I have noted discrepancies in how after care treats my children vs some others

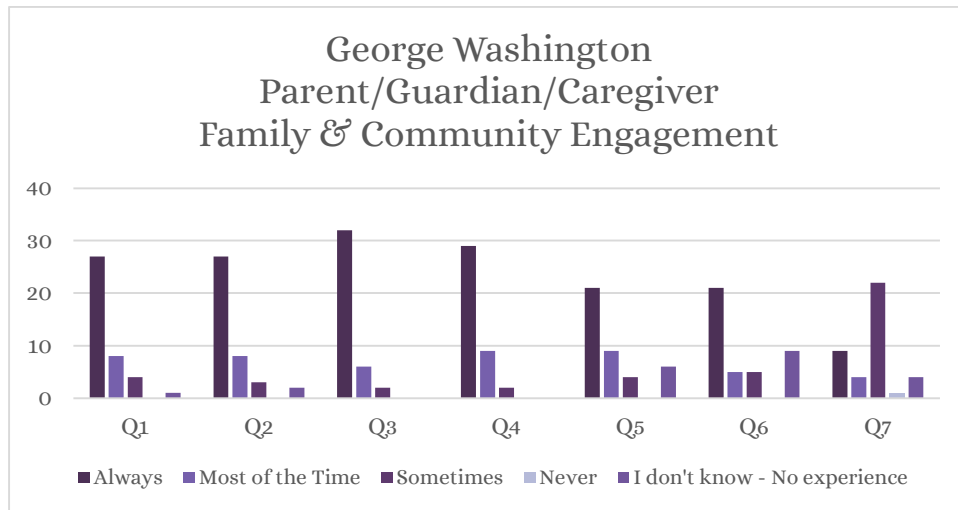
There are no real repercussions for children who misbehave, use foul language, or hit other kids, it is just swept under the rug.

These responses are to the best of my knowledge. It is difficult to respond as I have limited exposure to what happens in the classroom day to day



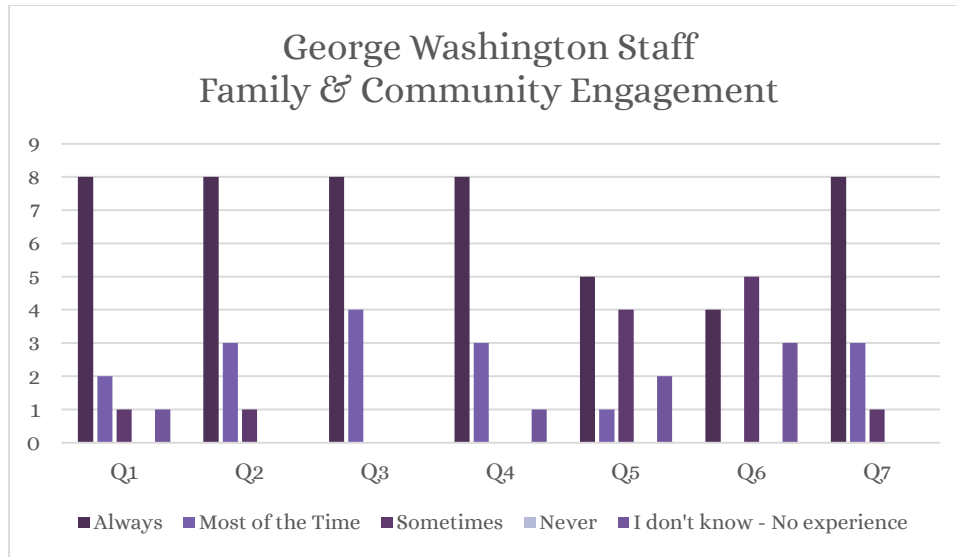
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	67.50%	67.50%	80.00%	72.50%	52.50%	52.50%	22.50%
Most of the Time	20.00%	20.00%	15.00%	22.50%	22.50%	12.50%	10.00%
Sometimes	10.00%	7.50%	5.00%	5.00%	10.00%	12.50%	55.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.50%
I don't know - No experience	2.50%	5.00%	0.00%	0.00%	15.00%	22.50%	10.00%





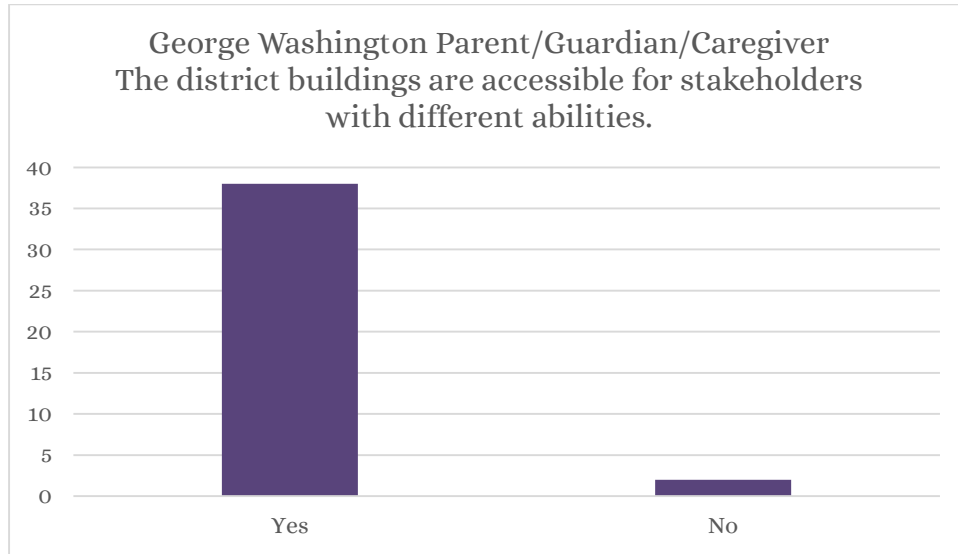
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	66.67%	66.67%	66.67%	66.67%	41.67%	33.33%	66.67%
Most of the Time	16.67%	25.00%	33.33%	25.00%	8.33%	0.00%	25.00%
Sometimes	8.33%	8.33%	0.00%	0.00%	33.33%	41.67%	8.33%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	8.33%	0.00%	0.00%	8.33%	16.67%	25.00%	0.00%

Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?

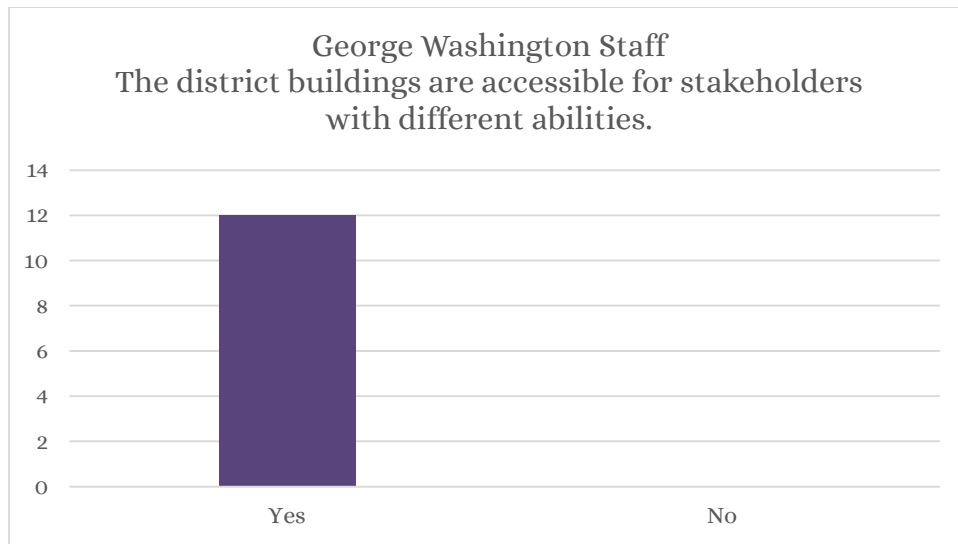
- counseling resources
- I believe so however I do not have any experience with it. I do not fully understand what this question is asking.
- I do not know
- I know kids can get free lunch or perhaps free class trips(when others need to pay), free insurance on school laptops if they financially qualify. For emotional support I know there is counselors but since my kids have not used I'm not sure how much support is there.
- I would like to see more structured support system for families of special needs children.
- I'm not sure
- Mental health resources
- My family does not require neither.
- No
- No experience.
- no, but that's not the schools job
- Not applicable, never inquired
- Not really sure at [redacted school name]
- Not sure
- Not sure how to answer this
- not that I know of
- poorly worded question, too vague
- teachers and principle
- There are resources offered through the district.
- Unsure



Yes
yes, the community as a whole outside help to support one another
Yes. There are numerous pathways for those who need support to get it.
free and reduced lunch is offered and [redacted school name] has a counselor this year
free and reduced lunches



Yes	95.00%
No	5.00%



Yes	100.00%
No	0.00%

If no to the above question, please provide additional information.

Doors aren't always handicap friendly.



Section 2 Comments:

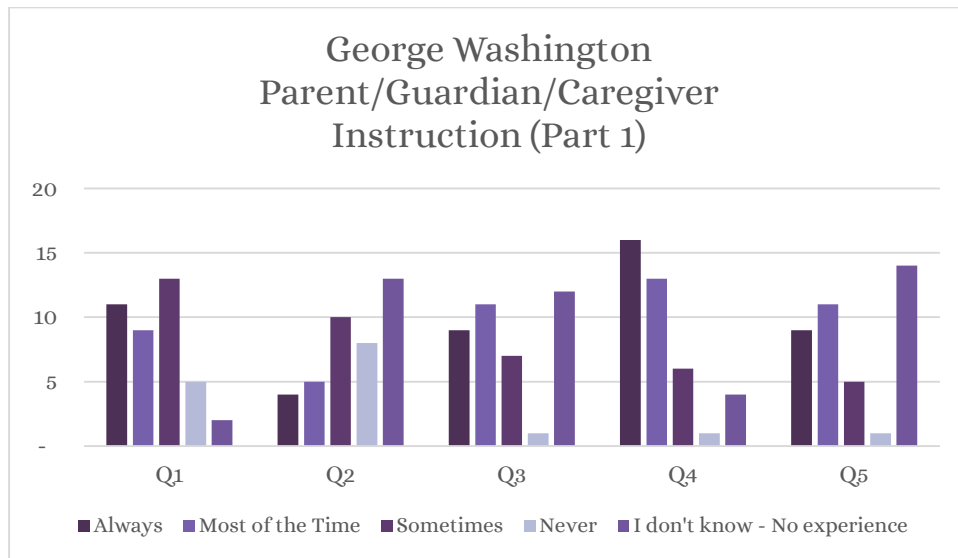
I believe there are ramps for access

I do hope that the District continues sending Diversity month emails they did under the Interim Superintendent. It was reassuring to hear that they were not afraid to support students of all backgrounds and direct us to resources. As for parental involvement, I like that they instituted remote access to HSO meetings. For whatever reason though (COVID maybe?), I feel like there's been less effort to involve and inform parents so feel a stronger disconnect than I did in the past.

I feel as though often times a select few, usually the same parents, are selected to participate in various organizations.

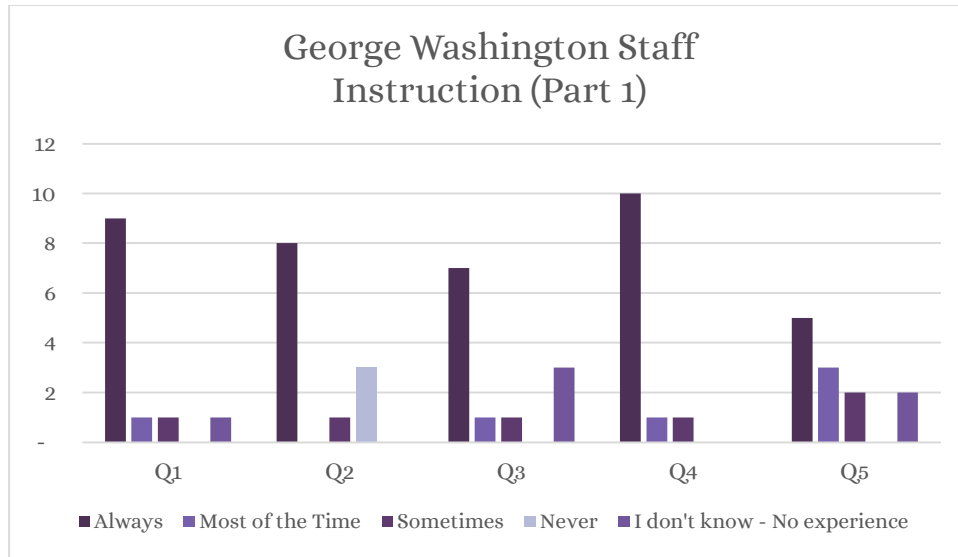
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.



	Q1	Q2	Q3	Q4	Q5
Always	27.50%	10.00%	22.50%	40.00%	22.50%
Most of the Time	22.50%	12.50%	27.50%	32.50%	27.50%
Sometimes	32.50%	25.00%	17.50%	15.00%	12.50%
Never	12.50%	20.00%	2.50%	2.50%	2.50%
I don't know - No experience	5.00%	32.50%	30.00%	10.00%	35.00%



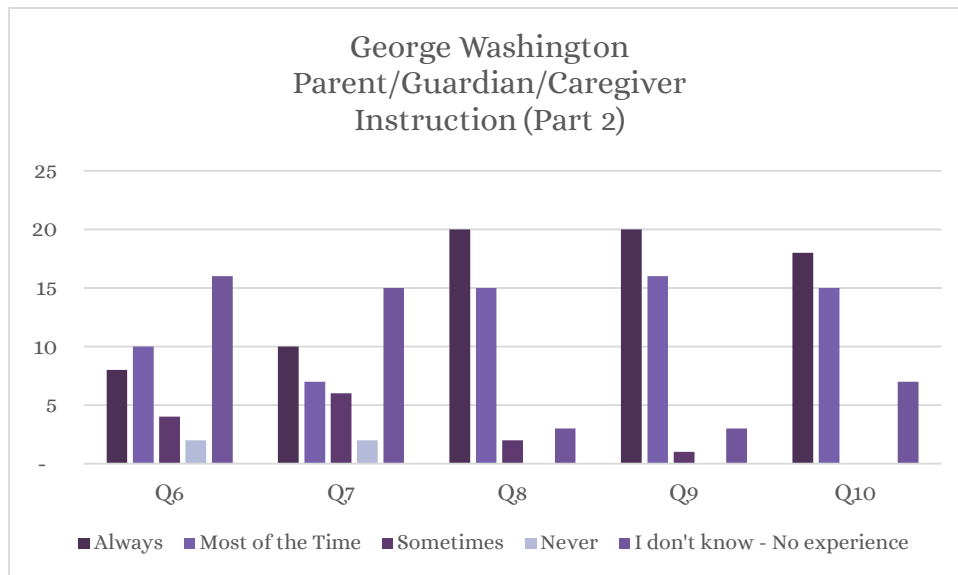


	Q1	Q2	Q3	Q4	Q5
Always	75.00%	66.67%	58.33%	83.33%	41.67%
Most of the Time	8.33%	0.00%	8.33%	8.33%	25.00%
Sometimes	8.33%	8.33%	8.33%	8.33%	16.67%
Never	0.00%	25.00%	0.00%	0.00%	0.00%
I don't know - No experience	8.33%	0.00%	25.00%	0.00%	16.67%



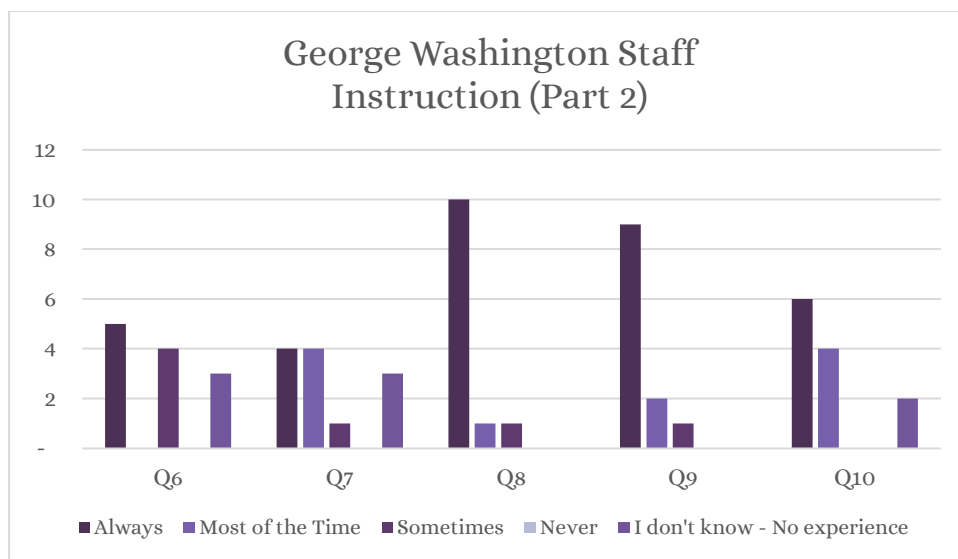
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.



	Q6	Q7	Q8	Q9	Q10
Always	20.00%	25.00%	50.00%	50.00%	45.00%
Most of the Time	25.00%	17.50%	37.50%	40.00%	37.50%
Sometimes	10.00%	15.00%	5.00%	2.50%	0.00%
Never	5.00%	5.00%	0.00%	0.00%	0.00%
I don't know - No experience	40.00%	37.50%	7.50%	7.50%	17.50%





	Q6	Q7	Q8	Q9	Q10
Always	41.67%	33.33%	83.33%	75.00%	50.00%
Most of the Time	0.00%	33.33%	8.33%	16.67%	33.33%
Sometimes	33.33%	8.33%	8.33%	8.33%	0.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	25.00%	25.00%	0.00%	0.00%	16.67%

Section 3 Comments:

Again, these are difficult to answer as I have limited insight

Children this age should not be given material where genders are ambiguous, their minds are not fully developed to understand nor is it the schools place to introduce them to topics that should be addressed by their parents in accordance to their morals and values.

[Redacted school name] teachers do a very good job, no major issues

Honestly, I respect all the educators and those who set the curriculum, but this survey given to the children in the elementary schools was ridiculous. Most of the questions the children didn't understand, and showed a divide among their peers rather than their similarities. I don't want my children to think they are any different than their classmates. All they know about the other kids is everyone is special and unique in their own way and everyone is equal. I feel these surveys and lessons about "equality and equity" just divide them rather than bring them together. I know a lot of this comes from the state and I don't hold anyone in the district responsible, but can we please just teach the kids math, science, arithmetic, reading, and to treat everyone kind and with respect?

I do not feel that DEI is taught explicitly but at times embedded in lessons. Would like to see these issues addressed head-on.

i know the kids can get help on subjects where they are struggling but i wish they could do more for subjects that they are above grade level on

If there are curriculum programs, teachings, initiatives, activities that foster any of the areas noted above as NEVER, I have not seen it or been made aware of it by school authorities. I believe this to be an area of lack and major gap that can be addressed.

Kudos for incorporating the monthly Around the World assembly programs!! My understanding is that was inspired and led by a parent though so hope it is institutionalized. Again maybe because of COVID, I have less of a sense of what's going on in terms of the curriculum. When we did American Education Week, only a handful of parents were aware they had to inform their teacher because it was buried in [redacted] emails. I was lucky to find out through a friend last minute who happened to read the emails but most of the people there were HSO-active folks and more than a half of parents did not attend. Having a D&I

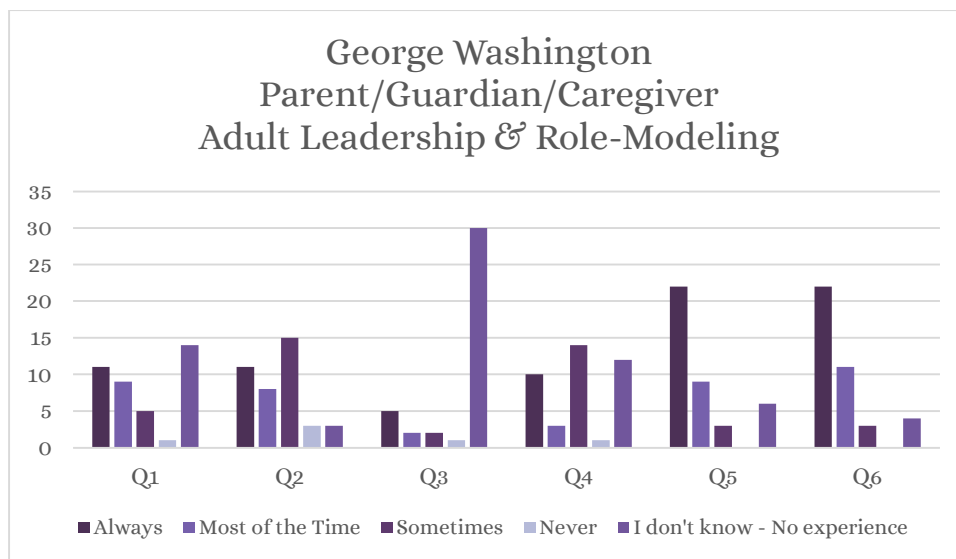


<p>Parent Advisory Board may help address some of the curriculum issues and institutionalization of the AROUND the World program mentioned above.</p>
<p>Parents input on curriculum is often ignored in favor of a minority of outspoken individuals pushing for a more progressive agenda. Every time I have requested information regarding a specific curriculum or lesson I have been given a very vague answer to my question. The reality is that I have no idea what my young children are learning in school and the administration has made it impossible to find out. "Students are provided the opportunity to see themselves in the curriculum" What is this supposed to mean? My child should not 'see' herself in a math lesson, it's math. Are we talking about carrier aspirations, gender, race? [redacted]</p>
<p>Some teachers share more information than others and that is appreciated. Outside of some work done in class being sent home for parents to see, we feel there is not enough sharing of the curriculum and find it difficult to know what is being taught day to day in class.</p>
<p>The question above is inappropriate "Students are taught concepts around justice and injustice." Who defines what injustice is? Certainly the education system is in no position to make this assessment. would like to have more information about curriculum and what is taught at each grade level and semester across all subjects. also would like to have more information about enrichment opportunities.</p>
<p>[redacted], pushing a narrative to justify the things you want to do</p>



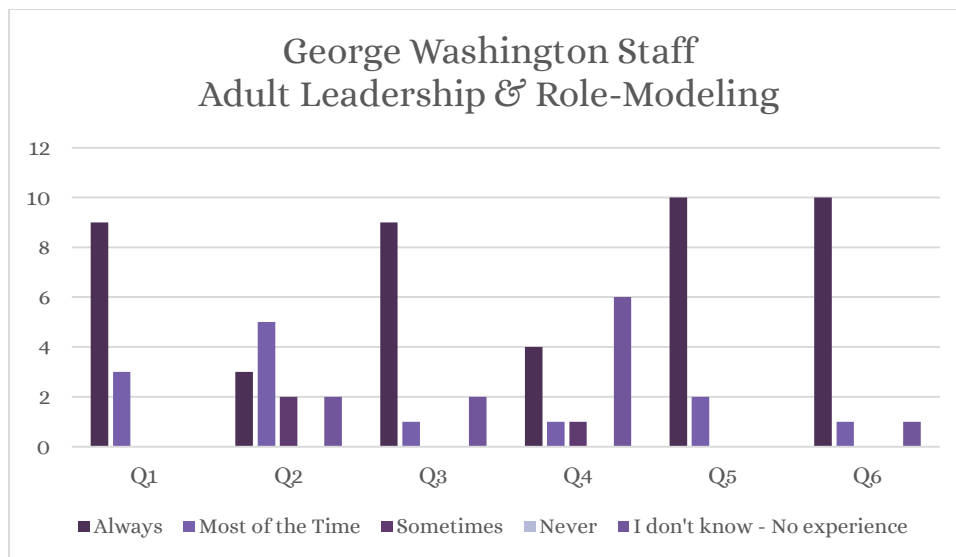
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	27.50%	27.50%	12.50%	25.00%	55.00%	55.00%
Most of the Time	22.50%	20.00%	5.00%	7.50%	22.50%	27.50%
Sometimes	12.50%	37.50%	5.00%	35.00%	7.50%	7.50%
Never	2.50%	7.50%	2.50%	2.50%	0.00%	0.00%
I don't know - No experience	35.00%	7.50%	75.00%	30.00%	15.00%	10.00%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	75.00%	25.00%	75.00%	33.33%	83.33%	83.33%
Most of the Time	25.00%	41.67%	8.33%	8.33%	16.67%	8.33%
Sometimes	0.00%	16.67%	0.00%	8.33%	0.00%	0.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	16.67%	16.67%	50.00%	0.00%	8.33%

Section 4 Comments:

After being at many BOE meetings, I have noticed many community members who do not want to see DEI efforts and do not seem open to leaning more which is very discouraging.

For the question do staff members speak out when they witness discrimination. It was difficult to answer as I believe we have wonderful, caring staff that would speak up if they witness discrimination however as most are part of the majority culture they are unaware when micro-aggressions happen and when they themselves are culturally insensitive. There is a tendency to minimize and excuse biases vs acknowledge and validate the real trauma a child goes through when they face stereotypes and biases. This lack of acknowledgement is also in of itself a trauma - which I know is unintended.

I do not believe that the voice of family is always heard, there is an agenda that is against family values that is being forced upon us

I think there are some adults in the community who are not open-minded. In our household we firmly believe that our children need to be open minded and treat everyone with kindness.

I think there is great room for improvement here; raising awareness, teaching and training would be wonderful!

Issues around diversity seem to be offensive to those who are already privileged. As a community, issues stem from close minded parents -- not the schools.

It's hard for me to speak directly about student and staff interactions since I don't witness day to day activities so most of what I hear about them is from hearsay from my child or other parents. There have been some concerning remarks by other students (e.g. asking my kid if she's from China because they brought over COVID) and it doesn't seem that much is done other than telling students not to make such comments without much explanation. Mahwah's parent community in general is very split with some who are sensitive and supportive to these concerns and others who will say racist things (e.g. an active HSO



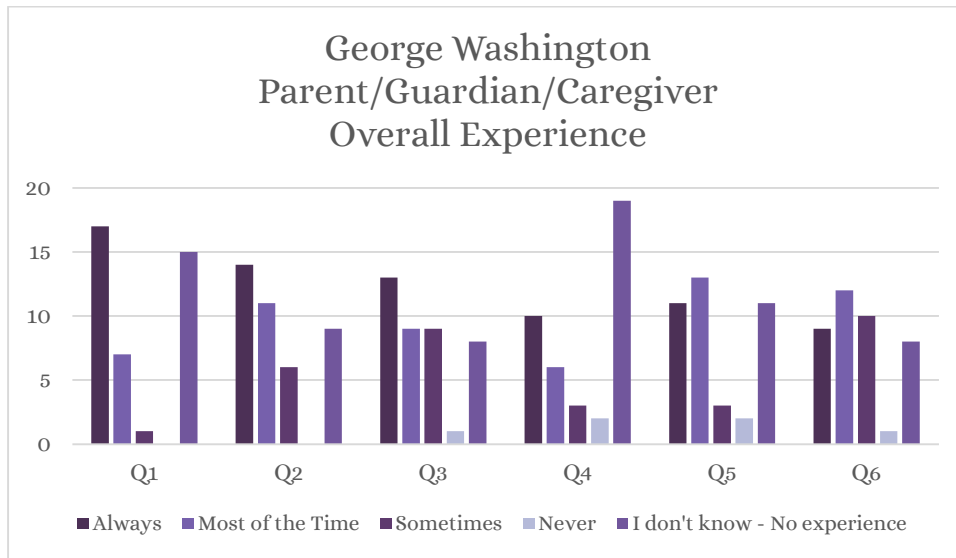
parent complaining about the awful smells coming from an Indian neighbor parent's house.) A lot of this spills over to their children.

My exposure to the interactions between families/community and school is the BOE meetings or open house events.

Sometimes it seems that inclusivity is only preferred when it is one school of thought, but that inclusivity is not always shared with apposing views.

Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	42.50%	35.00%	32.50%	25.00%	27.50%	22.50%
Most of the Time	17.50%	27.50%	22.50%	15.00%	32.50%	30.00%
Sometimes	2.50%	15.00%	22.50%	7.50%	7.50%	25.00%
Never	0.00%	0.00%	2.50%	5.00%	5.00%	2.50%
I don't know - No experience	37.50%	22.50%	20.00%	47.50%	27.50%	20.00%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	41.67%	25.00%	33.33%	41.67%	41.67%	25.00%
Most of the Time	33.33%	41.67%	25.00%	33.33%	33.33%	33.33%
Sometimes	16.67%	8.33%	16.67%	8.33%	0.00%	0.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	8.33%	25.00%	25.00%	16.67%	25.00%	41.67%

Section 5 Comments:

I am seeing progress in this area.

i know the school is always sending emails about inclusion but i don't actually know what gets done at the classroom level. it's our first year at the school so it's still kind of new to us.

I think Admin tries their best given our divided community. However, I am concerned they will cave in. In the recent election, an anti-diversity candidate was elected to the BOE, which is making me rethink sending my child here if anything changes.

I think the elementary schools are doing an excellent job of showing students the importance of equity and inclusion.

Improvement opportunities in these areas would be helpful.

Mahwah is a great town full of inclusion and respect for others. Would love to keep it that way

Many of the questions on this page are out of the control of anyone in the township. When the state mandates certain curriculum, it is out of the hands of anyone in the township.

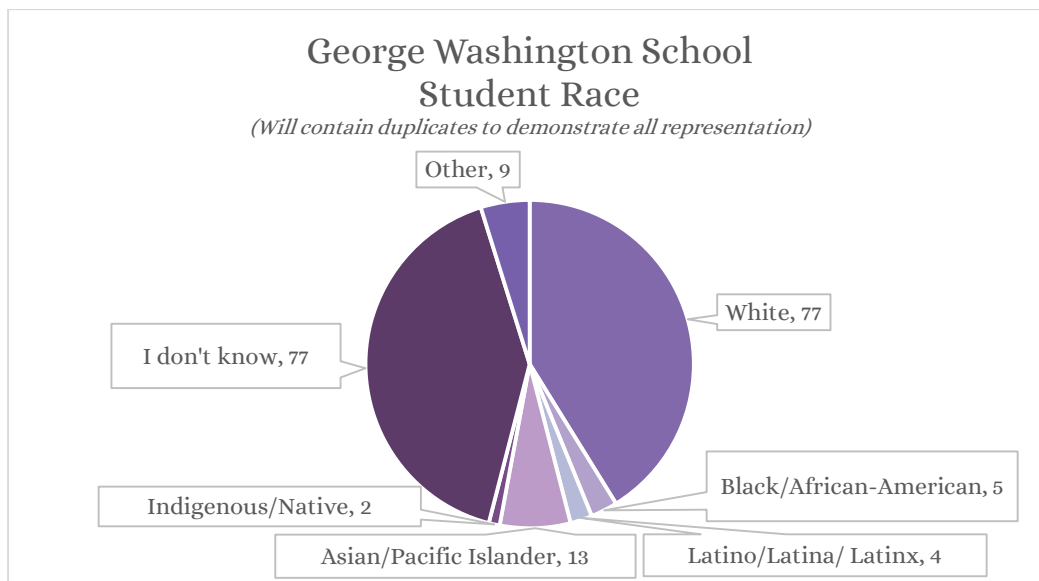
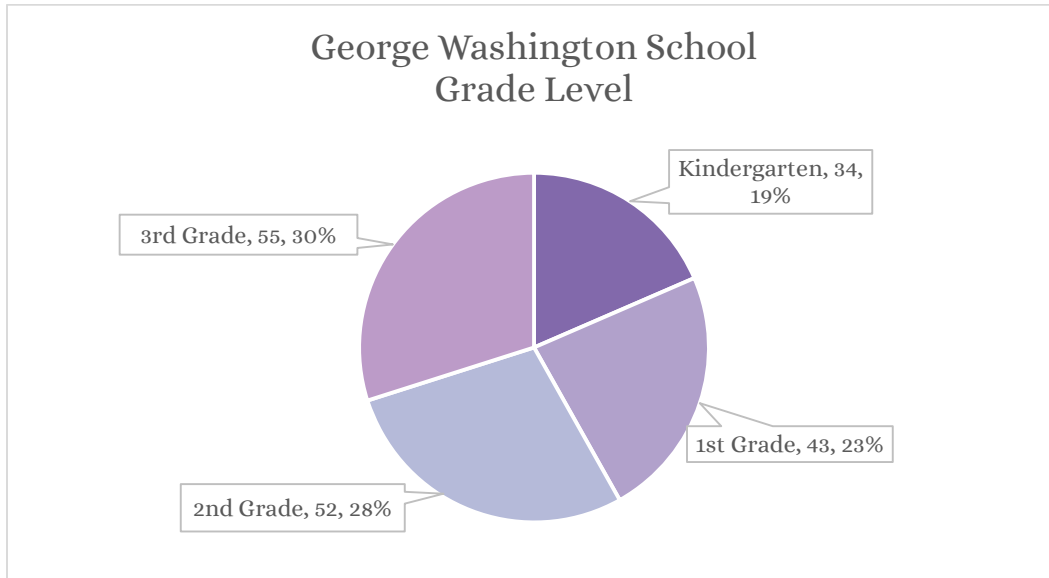
The [redacted name] refused my child with special needs on the mainstream field trip even though the iep said nothing was needed for those situations. She nearly refused my child's attendance in the special education field trip as well but I became aware this was not ok and advocated for my child. She finally (must have picked up on some buzz words I used) and agreed that she could not prevent my child's attendance.

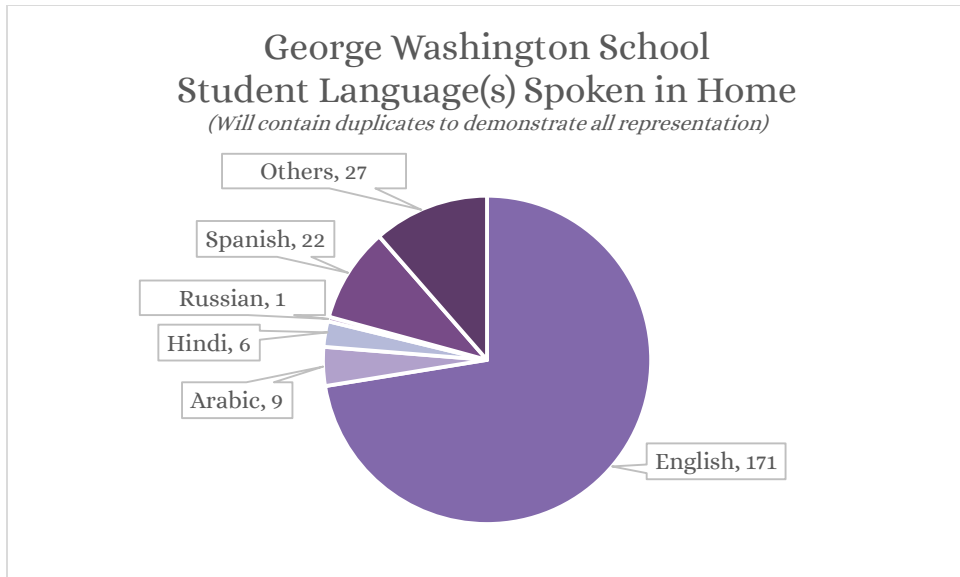
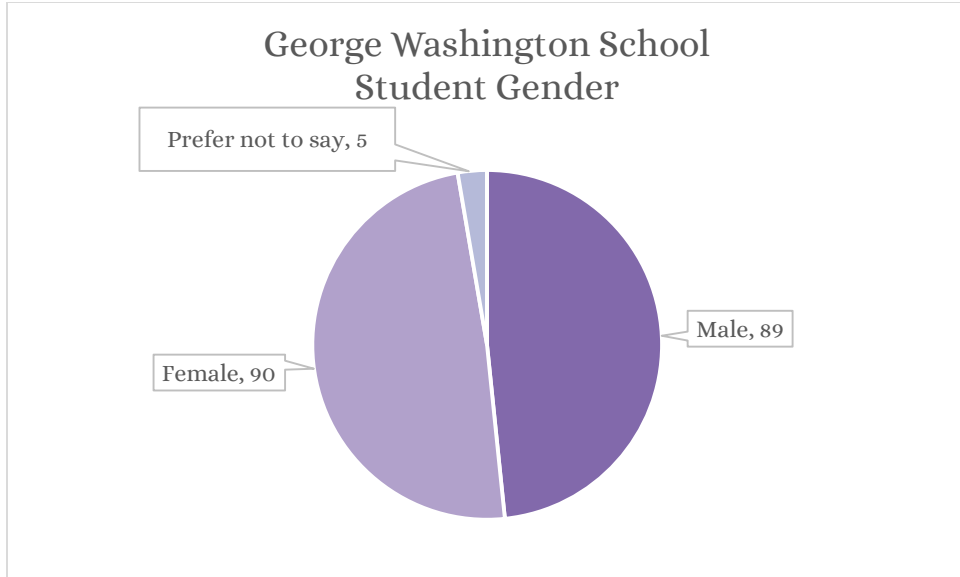
This fixation on the word equity is misguided. What happened to the standard as treat all the same with love and respect as you want to be treated. That's the traditional principal that should be pushed not a twisted agenda.



Mahwah Township Public Schools George Washington School Student Survey

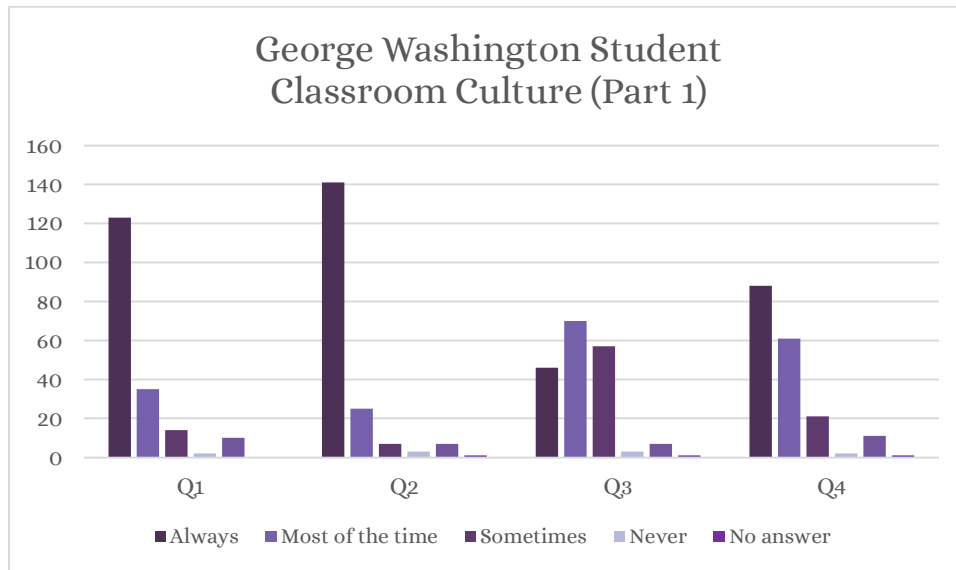
Student Survey Respondents: 184





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Other students are nice to me.
- Q4: I do well in my classroom/school.

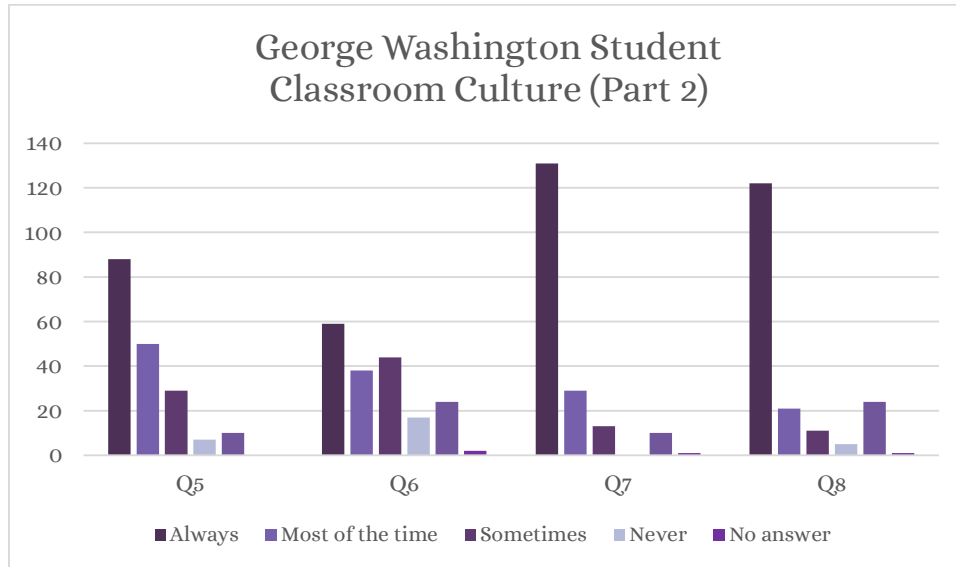


	Q1	Q2	Q3	Q4
Always	66.85%	76.63%	25.00%	47.83%
Most of the time	19.02%	13.59%	38.04%	33.15%
Sometimes	7.61%	3.80%	30.98%	11.41%
Never	1.09%	1.63%	1.63%	1.09%
I don't know	5.43%	3.80%	3.80%	5.98%
No answer	0.00%	0.54%	0.54%	0.54%



Section 1b: Classroom Culture - Questions and Responses

- Q5: I feel good about myself.
- Q6: I can share how I am feeling with other students without being made fun of.
- Q7: I am safe in my school.
- Q8: I know the school rules and what will happen if I don't follow the rules.

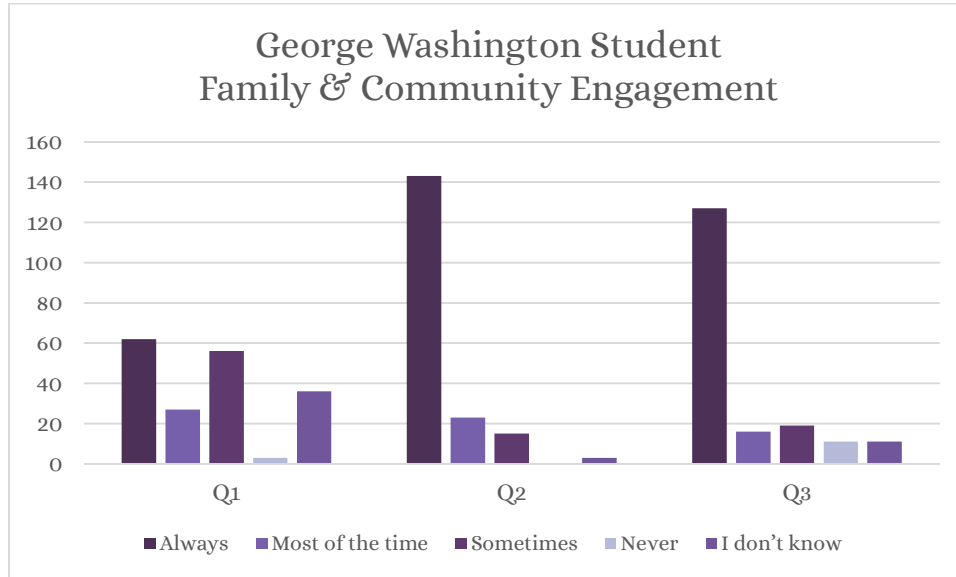


	Q5	Q6	Q7	Q8
Always	47.83%	32.07%	71.20%	66.30%
Most of the time	27.17%	20.65%	15.76%	11.41%
Sometimes	15.76%	23.91%	7.07%	5.98%
Never	3.80%	9.24%	0.00%	2.72%
I don't know	5.43%	13.04%	5.43%	13.04%
No answer	0.00%	1.09%	0.54%	0.54%



Section 2: Family & Community Engagement - Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I have friends at school.
- Q3: I have friends outside of school.



	Q1	Q2	Q3
Always	33.70%	77.72%	69.02%
Most of the time	14.67%	12.50%	8.70%
Sometimes	30.43%	8.15%	10.33%
Never	1.63%	0.00%	5.98%
I don't know	19.57%	1.63%	5.98%

Section 2 Other Ideas:

I have a bunch of friends.

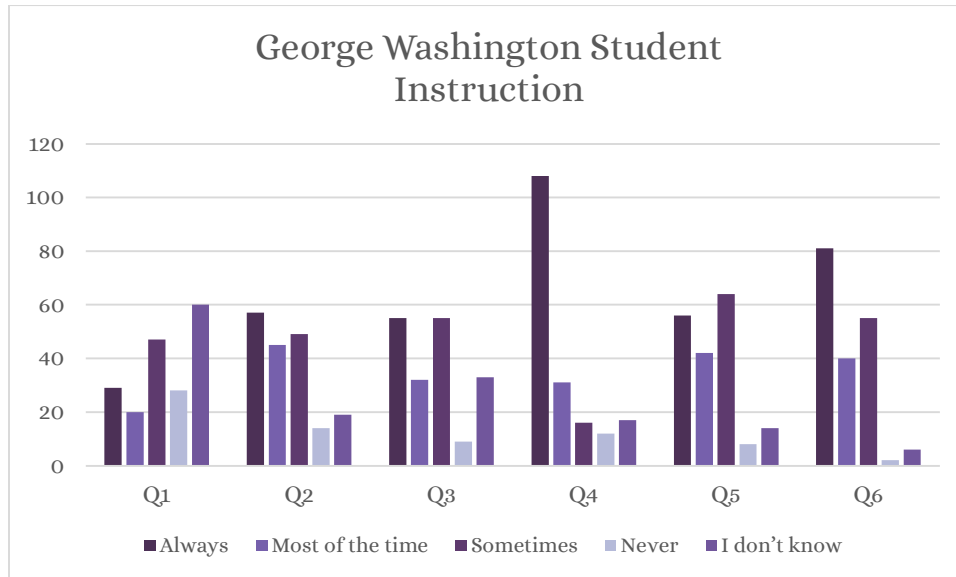
I have friends outside of school in Ukraine

Q: My friends are nice to me A: Sometimes



Section 3: Instruction - Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I learn about people who are different than me.
- Q3: I am taught about people being treated differently.
- Q4: I am taught how to stand up for people who are being bullied.
- Q5: I work with other students to do my work.
- Q6: My teachers help me with my work.

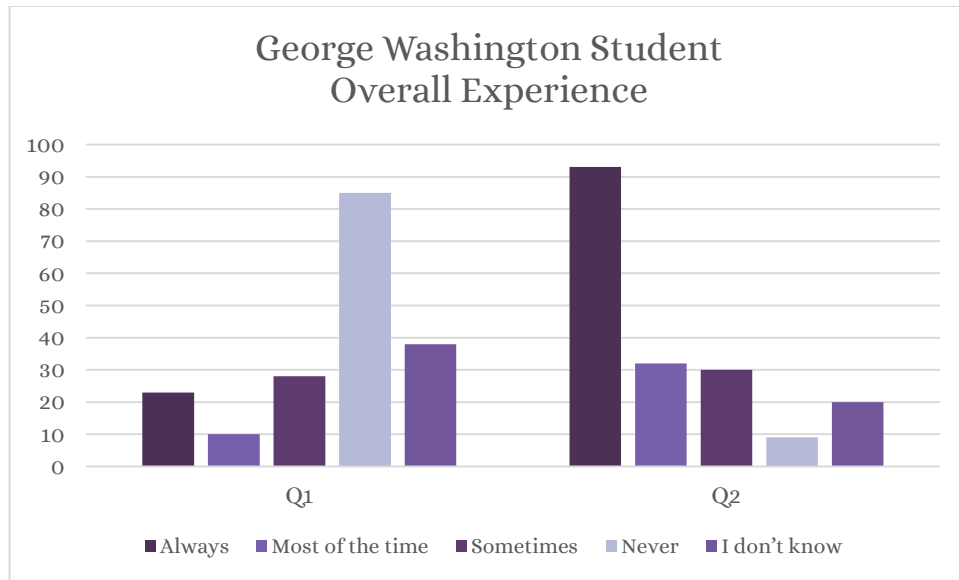


	Q1	Q2	Q3	Q4	Q5	Q6
Always	15.76%	30.98%	29.89%	58.70%	30.43%	44.02%
Most of the time	10.87%	24.46%	17.39%	16.85%	22.83%	21.74%
Sometimes	25.54%	26.63%	29.89%	8.70%	34.78%	29.89%
Never	15.22%	7.61%	4.89%	6.52%	4.35%	1.09%
I don't know	32.61%	10.33%	17.93%	9.24%	7.61%	3.26%



Section 4: Overall Experience - Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



	Q1	Q2
Always	12.50%	50.54%
Most of the time	5.43%	17.39%
Sometimes	15.22%	16.30%
Never	46.20%	4.89%
I don't know	20.65%	10.87%



Lenape Meadows School Report

The audit team had the opportunity to speak with 33 people (breakdown below) and conduct 11 classroom observations within the Lenape Meadows School community on January 18, 2023, between 1:30pm and 4:00pm. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The audit team also spoke to students while conducting classroom observations.

- Administrators: 2
- Instructional Staff: 13
- Non-Instructional Staff: 6
- Parent(s)/Guardian(s)/Caregiver(s): 8
- Students: 4

Surveys were also completed by 315 stakeholders within the Lenape Meadows School community (breakdown below).

- Students: 244
- Parent(s)/Guardian(s)/Caregiver(s): 49
- Staff: 20

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Lenape Meadows for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to Lenape Meadows School. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity audit process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Lenape Meadows scored themselves a 9 out of 10 in Classroom Culture, noting the emphasis on providing a socially and emotionally safe environment. Methods reported on the Self-Assessment to achieve this emphasis on social-emotional learning (SEL) included responsive classrooms, school-wide and classroom morning meetings, calming corners, and recognizing and honoring the diverse student body. Self-reported strengths identified in the Self-Assessment regarding disciplinary practices included providing logical consequences when appropriate and treating each incident as a learning experience. The opportunity for



improvement shared in the Self-Assessment was recognizing that well-intentioned initiatives to help honor the student experience may not reach all students.

Honoring student experience allows students to feel that they are seen, valued, cared for, and respected while having the opportunity to learn from each other's unique perspectives in the classroom. Lenape Meadows demonstrated various ways of honoring student experience, as observed by the audit team during classroom observations while on-site. Lenape Meadows' survey data for all stakeholder participants provided a highly positive reflection on the school. There were no responses of 'never' to the statement, "Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from)," across all adult stakeholders, with 95% of the staff believing students are valued, at least most of the time. It was also noted that 91.84% of parents/guardians/caregivers feel the same way. Students reported a slightly lower perception, with 81.56% of students reporting that they feel good about themselves, at least most of the time. Unfortunately, for this question, some 'never' responses were submitted (2.87%). Overall, many students feel that they are honored as individuals, as showcased through both observations, discussions, and survey data. In focus groups, with both parents/guardians/caregivers and staff, the topic of gender identity was discussed. One question was in relation to the question on the survey asking students to identify their gender. Both groups of stakeholders reported appreciating the opportunity to talk about this with the students, allowing for students who may fall outside of expected gender identities to feel included within the audit process. The staff also reported that they see students interacting with each other regardless of gender. However, during observations, gender was used to divide children into groups which can alienate students who are gender-expansive, meaning they don't identify as solely male or female. It appears efforts are being made to be inclusive of all students, and with the potential opportunity for improvement in the Self-Assessment including well-intentioned initiatives that may not reach all students, this acknowledges the space to advance these efforts.

When creating a thoughtful classroom setup, it is important to assess the accessibility of resources, materials, and space without boundaries or obstacles. Beyond physical setup, a thoughtful classroom environment creates an environment in which students build relationships and practice communication with their peers. This experience can allow students to explore the diversity of those around them and learn more about the cultures represented by their peers. Students who can feel this sense of connection are significantly more likely to engage in the lessons and feel a sense of pride in their learning. When reviewing physical accessibility, the audit team noticed an opportunity to be more inclusive with decorations and learning materials – this will be discussed further in the Representation section.

When students are encouraged to engage openly in discussion, from their personal experience, they are more likely to connect with each other and the materials being presented. In the adult survey data, 90% of staff member respondents and 85.71% of



parents/guardians/caregivers reported that students are encouraged to share their thoughts without being judged, at least most of the time. There were again no responses of ‘never’ across all adult responses. However, for the same question, only 60.65% of student survey respondents felt they could share how they are feeling without being judged, which is significantly lower than what the adults perceived. There are several reasons that this occurs within schools, including students having concerns about being teased or bullied or simply not having the opportunity to speak up. During classroom observations, students were seen actively participating in lessons and talking circles, excitedly participating in the activities. There were no moments witnessed that demonstrated students could not openly share their feelings; however, the audit team acknowledges that the observation data is limited.

Social-emotional and physical safety are essential to promote student success in the learning environment. Student safety is well received by the adult stakeholders within Lenape Meadows, with 100% of staff respondents and 95.92% of parent/guardian/caregiver respondents reporting that the school provides a safe environment, emotionally and physically, for the students, at least most of the time. Students seemed to find the school to be a safe environment as well, with 89.76% of student respondents saying they feel safe in their school, at least most of the time. When looking closer at some aspects of social-emotional safety, such as a sense of belonging, within Lenape Meadows, the numbers dip slightly for student responses. While 93.85% of students who participated in the survey responded that they have friends in school, and 81.56% of student respondents said that they feel good about themselves, at least most of the time, only 70.91% of students reported that their peers are nice to them. When looking more closely at the surveys that did not answer positively to this question, over 70% identified as a race other than exclusively white. One student comment that was shared with a member of the audit team during observations was, “People aren’t always nice to me because I look different.” Having a physically and social-emotionally safe space is critical for students to learn at their highest potential.

Although the Self-Assessment completed by Lenape Meadows had minimal references to the disciplinary styles utilized, the audit team found there were no reported incidents at Lenape Meadows in the first half of the 2022-2023 school year. The lack of discipline reporting may be due to a proactive, values-based approach, such as utilizing Restorative Practices for early intervention and Restorative Justice to respond to disciplinary events. 82.37% of student respondents reported knowing the school rules and what will happen if they break those rules, at least most of the time. It is important for students to know and understand expectations – for both behaviors and academics. While conducting classroom observations, there were a few incidents of redirection noticed by the audit team, including verbal reminders and prompts. A less common approach that was witnessed involved a teacher verbally redirecting a student and, when the behavior did not change, the names of the students involved in talking out of turn were written on the board. This method of discipline could be perceived as shaming the students, which does not reflect a values-based approach.



As Lenape Meadows continues to review their classroom culture, it would be valuable to identify which initiatives are not applicable at Lenape Meadows and put a strong focus on the programs that best suit the students. In addition, when establishing expectations, communicating them to all stakeholders would likely provide an opportunity for everyone to be more successful and to have a stronger culture of belonging.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity audit process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, Lenape Meadows scored themselves an 8 out of 10 in Family & Community Engagement, noting their belief that most families feel welcomed and valued as a strength. The Self-Assessment identified additional strengths, including: many opportunities for parents/guardians/caregivers to partner with the school through school events, district events, the Thunderbird Partnership Program, and school organizations, non-English speaking families being supported by staff and ELL teachers, and classroom teachers constantly in contact with families to invite them into the classrooms to share experiences that will enlighten the class culture. Lenape Meadows shared the belief that, if scoring family and community trust, they would earn a very high score, upward of 9 or 10. It was also shared in the Self-Assessment that parents and family members have come in to represent multiple cultures.

Some opportunities for improvement stated in the Self-Assessment include the need to continue to do better in reaching out to low-income families to understand how to best support them. Although the Self-Assessment reported some progress with partnering with the community, it was reported that there is still a lack of willingness to participate from a portion of the stakeholders. When asking for clarification on this point, the audit team was told that it was either mistrust, poor communication, or lack of willingness to get involved – a clear consensus/rationale was not reached. Many leadership members within Lenape Meadows did share, however, the belief that many families are still recuperating and in survival mode post COVID-19. The Self-Assessment also reported that many families in the community have lost jobs, family members, and are struggling to identify what their new “normal” is – including how to partner with their children's schools. Also included in the Self-Assessment, were the hypotheses that some parents may not get involved due to having too many other things to contend with or parents not feeling comfortable helping their child(ren) due to their own educational limits or language.

Culturally sensitive communication is defined as being inclusive with language, including materials sent home as well as language being used (both verbally and written). For example, when looking at the website and other materials, are there



references to mom/dad or is it more inclusive to look at many different family structures? Culturally sensitive communication allows all members of the school community to feel seen, heard, and instills a sense of belonging. The adult survey found that 87.76% of parents/guardians/caregivers and 65% of staff respondents reported that school-level communication is inclusive to different home dynamics. When looking at district-level communication, the staff perception is slightly higher (75%). Within both questions, the number of 'I don't know' responses were higher with staff, which is interesting. It is critical to not only be cognizant of the materials that are being sent out, but also to consider how to relay information so that it reaches the most stakeholders.

When discussing important topics that impact the whole community, it is important to include a variety of voices throughout the community at-large. Including family and community wisdom provides a richer, more robust understanding of the overall needs of the community. The inclusion of family and community wisdom reflects the importance of including diverse perspectives in learning opportunities, conversations, and decision-making.

Parents/guardians/caregivers also indicated that communication could be improved specifically around what information is shared and/or readily accessible. During focus groups, the audit team heard that information about the curriculum is not readily accessible to parents/guardians/caregivers. Parents/Guardians/Caregivers further shared that there are some staff who are better about communicating information about the instructional program than others. While this is true in every human interaction, some communicate more than others, it is important to provide open lines of communication and transparency to promote further trust and engagement.

Based on the conversations with parents/guardians/caregivers and community members during focus groups, collaborative activities between community members and the school is a point of pride for Lenape Meadows. The adult survey showed that 89.84% of parents/guardians/caregivers and 100% of staff respondents believe that families are encouraged to participate in school activities, at least most of the time. When looking at the same stakeholder groups from a lens of being encouraged to participate in district activities, the number drops slightly, with 79.62% of parents/guardians/ caregivers and 90% of staff agreeing, at least most of the time. When exploring the student perception, only 57.37% of student responses showed that teachers speak with adults in the home, at least most of the time. Again, students may not be aware of the conversations that are happening; however, keeping the lines of communication open so that everyone is aware of what is happening will support sustainable relationships.

Instruction

Within Instruction, there are five main concepts that are examined during the equity audit process: critical engagement with the material, differentiated instruction,



cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, Lenape Meadows scored themselves an 8 out of 10 in Instruction. In the Self-Assessment, multiple strengths were noted, including: differentiation occurring through the district's Data Team initiative that has helped to strengthen discussions about best practices, Project-Based Learning projects, and the Thunderbird Partnership Program. The Self-Assessment also identified a potential opportunity for improvement in the area of improved alignment between the existing grading practices and standards-based report cards so that it accurately reflects what is being taught.

The first concept of instruction, critical engagement with materials, occurs when teachers use higher order questioning techniques to create conditions that support students' abilities to make connections between what they are learning. In addition, teachers use curricular materials to engage students in discussions that promote deep understanding of concepts through an exchange of multiple perspectives. The audit team observed disproportionality between the parent/guardian/caregiver and staff survey results. In the adult survey, 75% of staff member respondents indicated that students are critically engaged with material and taught from different perspectives, at least most of the time. However, parents/guardians/caregivers felt slightly less confident that this is happening, with only 59.18% of respondents reporting that students are engaged with material and taught from different perspectives, at least most of the time. During classroom observations, the audit team witnessed students engaging critically with material taught from different perspectives in 78.71% of the classrooms visited with learning opportunities that promoted student inquiry through observations and questioning observed in multiple classrooms.

Differentiation is another concept of instruction that is used by teachers when they want to engage students in ways that are responsive to their unique learning needs and interests. Differentiation is the act of structuring learning for students in purposeful ways through equitable access to classroom discussions, activities, resources, technology, and support. In the adult survey, 85.00% of staff respondents and 87.76% of parent/guardian/caregiver respondents indicated that students learn at their level and are given supports when needed. During the audit team's observations, differentiation was observed in 63.64% of classrooms, with the use of anchor charts, flexible grouping and skills-based centers. When reviewing student perceptions within the survey, 73.36% of respondents indicated that their teachers help them with their work, at least most of the time. Because effective use of differentiation is an area of perceived strength indicated on the Self-Assessment, it is worth examining where disparities in implementation may lie.

Cooperative and collaborative learning activities are vital to instruction. These opportunities allow teachers to actively engage students in their own learning through peer interaction. The audit team observed collaborative learning opportunities in



36.36% of classrooms. In the remaining 63.63% of classrooms, collaborative learning was either somewhat evident or it was not evident at all. In the survey results, 89.8% of parent/guardian/caregiver, 90% of staff, and 68.03% of student respondents indicated that students work together in a collaborative environment, at least most of the time. All three of these perception scores are higher than the observational data that was collected by the audit team. The audit team recognizes that the observations are only a small snapshot of what occurs in the classroom on a daily basis; at the same time, this might be an area to consider when looking for more collaborative and cooperative engagement.

Real-world connections help students to relate classroom materials to their own personal lives, making it more relevant to students. This can improve retention and understanding of the information presented. On the Self-Assessment, connecting curricular concepts to the lives of students was noted as a strength. During classroom observations, the audit team witnessed students making connections between curricular concepts to their real-life experiences in 54.54% of the classrooms. When teachers are successful in incorporating real-world connections within instruction, students are better able to connect what they learn to their lives and to the world around them. Moreover, when they are able to make meaningful connections between learning and real life, it helps to promote engagement and to strengthen positive identity development and increased achievement.

Assessing students in terms of their growth focuses on the individual experiences of students and helps to establish equitable assessment practices. In the adult survey, 89.5% of staff and 85.72% of parent/guardian/caregiver respondents indicated that students are assessed in terms of growth, at least most of the time. During the classroom observations, the audit team did not observe teachers using assessments as tools to monitor students' progress/growth. The audit team did, however, observe that in 81.81% of the classrooms, students demonstrated or expressed that learning experiences are positive. The team also observed that in 72.72% of the classrooms, students demonstrated a positive attitude about the classroom and learning and they strived to meet the high expectations established by teachers. observed in 63.63% of classrooms.

When considering Instruction, and the impact of equity on the students within a school district, it is important to consider what access is being offered to students, both students who are struggling as well as students who are excelling. One staff member shared the following sentiments in the survey:

I say students are sometimes given supports rather than always because, again, the district is limited in what they can provide. Not every student who needs a paraprofessional or an IEP has one at this time. It makes me sad to see other adults needing to get involved from outside my classroom window, including administrators and even Mahwah PD, when a student needs to either be restrained or calmed to continue learning. It is seemingly unique to Lenape



Meadows, but I'm sure the district is doing their best by all students in all buildings.

It is important to acknowledge that the assumption is that the district is doing their best. It is also important to acknowledge that once a problem/situation is uncovered, it is a responsibility to do everything possible to alleviate any future harm that may occur.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Lenape Meadows scored themselves an 8 out of 10 in Identity within Curriculum, citing strengths in the Self-Assessment, such as: staff continuously attempting to foster positive self-worth among students throughout the school year during morning meetings and through responsive classroom activities. There is also a monthly Spirit Day in which students receive various awards, such as: Kindness Tree Award Winners, Principal Pin, and Artist of the Month. The monthly assemblies are based on developing strong character traits, tolerance, and/or acceptance. The Responsive Classroom environment encourages students to work on things in a way that is preventative, rather than reactive. In addition to the multiple strengths identified, the Self-Assessment also identified potential opportunities for growth, including: making a more conscious effort with staff to ensure specific historical and cultural knowledge of certain ethnic groups is accurate and affirming. Another opportunity for improvement noted in the Self-Assessment is to more fully engage parents/families as partners while also providing resources to help children express themselves confidently and to stick up for themselves without dismissing another student’s feelings or perceptions.

Cultural representation looks to ensure that the curriculum truly reflects the demographic of students who are served in schools. When people, especially young people, see people around them and learn about people who look like them, it helps to influence their identity. On the Self-Assessment, an opportunity for improvement aligned to making a conscious effort to accurately affirm students from diverse backgrounds was noted. In reviewing survey data, 48.98% of parents/guardians/caregivers, 75% of staff, and 45.08% of student respondents reported learning about people who look like them or provided opportunities to see themselves in the curriculum, at least most of the time. From these numbers, the students and their family units tend to have similar perceptions. With the staff perception being significantly higher from other stakeholders, it might behoove staff at Lenape Meadows to look more closely at curriculum and, without shame or judgment, assess if all students have the opportunity to learn about people who are



similar to them in the curriculum. For example, if a student comes from a home being raised by grandparents, is that reflected in any texts? During focus group discussions, many in the group shared the consensus that identity is important – with the caveat that conversations need to be developmentally appropriate. Some members of the group vocalized that many conversations around identity are best had at home and not at school. On the other side of the conversation, the audit team also heard from parents/guardians/caregivers that supported the work of identity in schools and trusted that the educators would approach the concepts in an age-appropriate manner. A piece of clarification that the audit team feels is critical, especially for the stakeholders of Lenape Meadows, is that providing opportunities for students to learn about themselves and others is not the same as teaching ‘right’ from ‘wrong’ about what is provided. Being ‘taught’ something is different from being ‘exposed’ to something. The audit team recommends further conversations around this differentiation. In order to strengthen the concept of Identity within Curriculum and ensure that lessons and conversations are developmentally appropriate, it is important to support teachers through professional learning opportunities. When the curriculum serves as a mirror that reflects the identities of students, a sense of pride is developed and helps students recognize how the traits of the dominant culture impact their own identity.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Lenape Meadows scored themselves a 9 out of 10 in Diversity within Curriculum. Insight regarding reported strengths were reported as parent partnership opportunities in which parents visit the school as guest speakers to discuss traditions of their culture (this is the district-wide program, Thunderbirds Partnership). Guest speakers have discussed topics such as: Chinese New Year, Diwali, Hanukkah, and Ramadan. Parents also visit the school to read texts (for example, a parent visited the school to read a text about her son’s disability; another parent shared a book about why her father wore turbans). Each month an identity group is highlighted to celebrate, and teachers complete a lesson discussing the identity being highlighted. In addition, students are exposed to a variety of cultures and identities through the assigned DEI texts that each grade level reads and discusses with their class. Along with these strengths, opportunities for improvement were also noted in the Self-Assessment, including: offering increased opportunities for students to be reflective of others’ cultures where they can ask questions to better understand traditions as well as providing support for teachers so they are comfortable and



knowledgeable about ways to engage students in discussions that enhance their cultural awareness.

In reviewing survey data, 69.39% of parent/guardian/caregiver respondents, 75% of staff respondents, and 60.65% of student respondents indicated that students are provided the opportunity to understand how people are alike and different and learn about people who are different, at least most of the time. When students encounter learning in which diversity is naturally infused within the curriculum, students learn about differences in others with curiosity, empathy, respect, and understanding for others. This allows students to explore content in ways that move beyond the superficial and oversimplified teachings around diversity.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, Lenape Meadows scored themselves an 8 out of 10 in Justice within Curriculum, noting strengths in the areas of: addressing the concept of justice with students as early as preK, providing lessons for students and engaging students in discussions about whether something is fair or unfair while emphasizing to students the impact that words have on others, and communicating with parents/families. On the other hand, when considering opportunities for growth, the Self-Assessment mentioned wanting access to resources on how to continue to educate students on the topic of justice in an age-appropriate manner so that it is embedded in the culture of the school.

Teachers who are intentional about incorporating concepts of Justice into the curriculum allow students to examine the effects of privilege/power and oppression at both the individual and systemic levels are emphasized. In the adult survey, 48.98% of parent/guardian/caregiver and 60% of staff respondents indicated that students are taught concepts around justice and injustice, at least most of the time. The student perception seems to be similar to staff perception, with 60.65% of student respondents indicating that they are taught about people being treated differently, at least most of the time. In further reviewing survey data, there were multiple comments regarding the teaching of justice and injustice within the schools. One adult respondent said: “Justice and injustice are concepts that are too advanced for the children in Lenape [Meadows] School.” During focus group discussions, conversation continued about incorporating Justice within Curriculum. A participant shared that there is a perception in the community that is sparking growing concern that the focus on social justice will create a shift away from the current focus on academics. Whether this is true or not would be a phenomenal communication point for the school and district, as a whole. If people are not provided information, they create their own. This is discussed further in the District Themes. Participants also discussed injustices that



are apparent among elementary students in the district depending on the school they attend citing specific examples of ways in which there is not enough money to fund field trips for students who attend Lenape Meadows because students who attend the school are a higher percentage of lower SES (socio-economic) families. This, according to stakeholders that participated in the focus group discussions, limits students' access to learning opportunities that will enrich their knowledge of curricular concepts.

Action within Curriculum

Within Action, the focus is on helping students answer the question, "What can I do about unfairness?" Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Lenape Meadows scored themselves an 8 out of 10 in Action within Curriculum. According to the Self-Assessment, strengths are most apparent in the ability of staff to have ongoing conversations with students about the importance of reporting their concerns to a trusted staff member if someone is making them uncomfortable. Staff frequently have conversations and discussions with students regarding empathy, responsibility, and exclusions which foster independence and confidence. In addition to the strengths, opportunities for improvement were also noted in the Self-Assessment. Lenape Meadows is looking to provide resources on how to continue to educate students on the topic of action in an age-appropriate manner so that it is embedded within the culture of the school.

Interestingly enough, when students were asked in the survey if they stand up for people who are being bullied (and if they are taught to do so), 79.1% of students responded that they do, at least most of the time. At the same time, when asking adults if students are taught to take action, and empowered to do so, only 44.89% of parents/guardians/caregivers and 55% of staff respondents reported this occurring, at least most of the time. This could simply be a clear example of not having a clear understanding of what social justice, equity, diversity, and inclusion work entails. Simply put, teaching and empowering someone to stand up against bullying is also teaching and empowering someone to stand up against injustice. If the focus stays on respect and treating others with kindness, the audit team believes there is more consensus than initially expected within the stakeholders of Lenape Meadows.

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity audit process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.



On the Self-Assessment, Lenape Meadows scored themselves a 4 out of 10 in Teacher Leadership, noting many strengths, including teachers taking advantage of the opportunity to grow professionally through the professional development money allocated per contract, the staff being reported as a caring group of educators who often step up for one another in times of need or when there are questions to be answered, and the teachers reaching out to one another for resources and often collaborating on ways to support their students. Also in the Self-Assessment, opportunities for improvement included wanting aligned professional development to streamline the initiatives and consideration of a 'less is more' perspective.

As educators, professional development and continuous learning is critical, especially in the areas of social justice. While access to professional development is identified as a strength in the Self-Assessment, the need for a clear focus and strong direction with expectations that are aligned across initiatives is evident.

Modeling the behaviors expected of students, such as speaking up against discriminatory behaviors, is critical. When considering whether staff members are open-minded and aware of biases, as well as whether they are speaking up and responding to prejudicial behaviors and actions, it was reported in the surveys that 71.43% of parents/guardians/caregivers and 65% of staff feel that staff are aware of biases, at least most of the time. However, only 57.14% of parents/guardians/caregivers and 35% of staff feel that adults in the community are aware of biases, at least most of the time. This is a significant difference between staff and other adults in the community. A larger discrepancy is showcased when reviewing data from whether adults speak up when witnessing acts of discrimination. When asking whether staff members speak up, 36.74% of parents/guardians/caregivers and 45% of staff feel this happens, at least most of the time. When looking at the question asking whether adults in the community speak up, 34.7% of parents/guardians/caregivers and 20% of staff agreed that this happens, at least most of the time. It should be noted, however, that there were much higher incidents of 'I don't know' responses with both of the questions related to action. Regardless, this data shows a need to create space for discussions around diversity, equity, and inclusion to ensure the adults in the students' lives are able to model standing up for others when they see people being mistreated. Students are in need of support from staff members and other adults. Based on the Danielson Framework for Teaching, the district is challenging their teachers to develop learning environments that support prosocial behaviors that are essential to the development of the whole child. This may include identity and purpose development, social awareness and relationship skills, as well as responsible decision-making. Utilizing the Danielson Framework for Teaching, teachers can identify culturally responsive ways to support their own cultural competence and understanding of societal dynamics and their impact on learning environments.



Representation

Within Representation, there are five main concepts that are examined during the equity audit process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, as well as barriers to access, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, Lenape Meadows scored themselves an 8 out of 10 in Representation, noting conversations at the district level ensuring students can see themselves in curriculum leading to diversifying classroom library books and staff being a cross-representation of identity groups as strengths. The opportunity for improvement listed in the Self-Assessment was for all students to see themselves in the curriculum. This relates closely to Identity within Curriculum.

When considering cross-representation in staff, it was noted that out of the 20 staff survey respondents for Lenape Meadows, 95% self-identified as female and more than 90% self-identified as exclusively white. Compared to the student enrollment ethnicity report, there appears to be a disparity with representation as only 50% of the student body is listed as white and only 45% of students are listed as female. Representation in staff is something to consider and address at Lenape Meadows, as it serves the most racially diverse population of students within the elementary (K-3) schools in the district, and it was reported in the Self-Assessment that diversity in representation is a strength for Lenape Meadows. The students acknowledge the lack of representation as well, with only 36.06% of students reporting that they see adults who look like them at school, at least most of the time. Cross-representation creates trust and sense of emotional safety with students when they can see themselves reflected by the adults around them as role models.

Lenape Meadows referenced making efforts to diversify library books based on conversations at the district level as one of their strengths, and during the focus groups Lenape Meadows was referred to as the “melting pot” of Mahwah by the Self-Assessment team. Although it was encouraging to hear students appear to interact with each other, regardless of identity, there was a hesitation in teaching about student differences voiced by the staff. The Self-Assessment outlined a fear of parent/guardian/caregiver and community pushback around teaching about inequities, sharing that it has created a mindset of not “creating problems where there aren’t any.” Even though students may appear to not care about differences between themselves and their friends, those who responded to the survey do seem to notice when they are not being represented. When student survey participants were asked, “I learn about people who are different from me,” 60.65% responded at least most of the time. However, when asked if they learn about people who look like them, only 45.08% reported that this occurs, at least most of the time. The classroom observations revealed that the integration of diverse materials into the classroom was at least somewhat evident nearly 91% of the time, though a circumstance of a teacher not being



prepared to teach the materials provided was witnessed when a student asked why Martin Luther King, Jr. went to jail, receiving “he got out,” as the explanation. Library books representing many diverse identities, such as a sign language guidebook, a chapter book series about a Black child, and a story about a young Pakistani woman who is a builder, were present. Posters with diverse images were also seen, though some classrooms had more representation than others.

Barriers to access in the classroom can be physical, social-emotional, or intellectual in nature. While 95.00% of staff believe the district buildings are accessible, two comments were shared on the survey that demonstrate opportunities for improvement at Lenape Meadows. The first statement, “It would be helpful if there was more bilingual staff and written communication provided in Spanish or other languages,” demonstrates the barriers that may arise from English-only communications being sent to a home with a primary language different than English. The other comment, “If the elevator [sic] is broken, there could be issues for students and staff,” calls out a physical barrier to access. Without a functional elevator, there are some individuals who may not be able to maneuver through the building, especially between floors. Socioeconomic status is referenced by parents/guardians/caregivers and staff alike, mentioning that Lenape Meadows experiences disproportionality around their student body’s wealth compared to other schools. A parent/guardian/caregiver response highlighted what was seen in other comments and heard during the focus groups, stating:

Lenape has a reputation among the board of Ed and elsewhere as the “poor school”. The teachers and faculty are amazing there, but they are referring to the socioeconomic lines. There should be a redistricting where Rio Vista goes to Lenape and some of the townhouses go to [George Washington].

This statement illustrates that Mahwah Township experiences disparities in socioeconomic status, with a clear perception that some areas of Mahwah are wealthier than others. Although Lenape Meadows can not necessarily impact the wealth gap, the district can impact the perception and access to opportunities.

During the parent/guardian/caregiver interviews, another concern that was raised involved students’ access to technology. While the parent/guardian/caregiver specifically mentioned COVID-19 as a reason for needing more equitable access, the concerns expressed about meeting students of various socioeconomic statuses can also lead to different levels of access to internet connections and computers at home. This statement conflicted with one made by the administrative staff during focus groups, where it was shared that there is specific outreach to low-income families and community trust from those families, but still expressed a need to improve upon approachability for low-income families. Staff did not necessarily report disproportionality for Special Education services during the focus group interviews; however, there was reference to too much focus on data without understanding the expected behaviors that lead to referrals or other aspects of how students of various



demographics are referred. It was difficult to make a conclusion about program disproportionality based on the limited amount of information received and discussed.

Discipline, both regarding methods of discipline and occurrence of disciplinary action, were not referenced in Lenape Meadows' Self-Assessment, nor were they discussed during the focus group interviews. Interestingly, there were no incidents reported at Lenape Meadows during the first half of the school year according to the student incident report data. According to the surveys, stakeholders seemed positive about the discipline practices that take place. There were no responses of "never" for discipline being fair and appropriate across all adult stakeholders. Furthermore, 70% of staff and 65.31% of parents/guardians/caregivers reported that discipline is fair, at least most of the time. This percentage may seem lower than expected; however, 30.61% of parent/guardian/caregiver responses included "I don't know - no experience". Parents/Guardians/Caregiver who have not had a student receive disciplinary action likely will not know if practices are fair. Students also seem satisfied with the expectations and consequences at Lenape Meadows, with 91.80% of students responding that their teachers treat them fairly, at least most of the time, and 88.12% saying the same about their principal. One area of potential disproportionality is that of the 5.24% of students who do not feel their teachers are fair, at least most of the time, 74% self-identified as male. Most of the student behaviors that were witnessed by the audit team during classroom observations involved talking out of turn, and the redirection of these students was almost always quick and effective.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity audit process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Lenape Meadows scored themselves a 7 out of 10 in Overall Experience, noting there have been conversations surrounding this work at the district and building levels. The Self-Assessment reported making some progress with implementing JEDI work into the classrooms as well as informing the community by having constant conversations and meetings to ensure JEDI work is at the heart of their school. One opportunity for improvement noted in the Self-Assessment was to improve their overall implementation of this work so it reflects who they are as a district, which is why they are excited about receiving the results from this audit. The Self-Assessment also stated a desire to be aware and honest with what is going on.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 61.22% of parents/guardians/caregivers and 75% of staff reported that the Board of Education makes decisions that uphold all students, at least most of the time. This perception increases slightly (to 85%) for staff members when asked if the Board of Education makes decisions regarding inclusivity that they agree with.



JEDI theory and philosophy is another area to be discussed. Without a strong foundational understanding of concepts, it is difficult to expect stakeholders to ‘buy-in’ to the concept. As will be discussed in other sections of this report, people often struggle to embrace concepts that they either don’t understand or don’t see the benefit of. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open and, ultimately, lead to more buy-in.

Moving forward, ensuring that this work is embedded in the mission and vision of Lenape Meadows will be imperative to ensuring DEI/JEDI work is prevalent in the hearts and minds of staff and students. A clear and concise direction to drive this work will lead professional development, policy and procedure, and alignment with staff and leadership.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the audit team identified the following consistencies and inconsistencies with the perceptions of stakeholders within Lenape Meadows School.

Within classroom culture, many adults reported feeling that students are valued as unique individuals. Student survey respondents reflected a welcoming classroom environment. The classroom observations confirmed that students share responsibility in the classroom through active and enthusiastic participation. Sharing without fear of judgement was an area of discrepancy, with students reporting less comfort in doing so due to being made fun of while adults responded much more positively within the survey. There were minimal references to disciplinary styles utilized within the Self-Assessment, and there were no reported incidents reported in the first half of the 2022-2023 school year. There were several different styles of discipline witnessed during classroom visits, including calling out students in front of the class and verbal redirection.

Within Family & Community Engagement, families felt encouraged to participate; however, the communication between families and access to multiple modes of communication, in a variety of languages, was cited as an opportunity for improvement.

The area of Instruction also reiterated the importance of communication, with the survey participants sharing various perspectives about some staff being better at communicating information regarding the instructional program than others. Differentiation, connections to real-world experiences, and assessment for growth were additional areas discussed within Instruction. One of the areas that was most interesting within the Instruction and Curriculum sections was the disconnect within Action between student and adult perceptions. It is important to note that injustices can be compared to bullying with younger students. Students at a very young age recognize when something is fair or not and they also recognize when someone is



being treated poorly. By discussing this as a concept of Action, Lenape Meadows will be able to make significant progress in helping all stakeholders better understand how JEDI work can be infused throughout the school experience – at developmentally appropriate levels.

Teacher Leadership received a low rating of 4/10 from Lenape Meadows, noting that this was an opportunity for improvement within the Self-Assessment. There was an expressed desire for more professional development opportunities, though the energy and time to attend these opportunities was a concern as the staff already feel as if they have too many responsibilities and time commitments. Lenape Meadows called themselves the "melting pot" of Mahwah on the Self-Assessment, and while a well-intentioned phrase, this phrase can minimize student experience to not discuss topics of identity and individuality. This is one example of intentions not equaling impact within Lenape Meadows and stakeholders not necessarily understanding how certain phrases/statements can minimize identities. The data, combining both survey data and information gathered during focus group conversations, highlights the need for more JEDI discussions to humanize the concept of bias and better understand how JEDI work can be the lens through which to see how things are done and make decisions that promote equity and a sense of belonging.

Representation among staff members was perceived as not reflective of the student body, with only about one-third of students reporting they see adults who look like them in school. The Self-Assessment outlined a fear of parent/guardian/caregiver and community pushback about teaching inequities. Although 95.00% of staff reported that the building is accessible, comments about bilingual communication and elevator access showed opportunities for improvement. Socioeconomic status was also cited as a place where disparities are seen. Access to technology was another potential barrier shared, with concerns about financial access to the internet and devices.

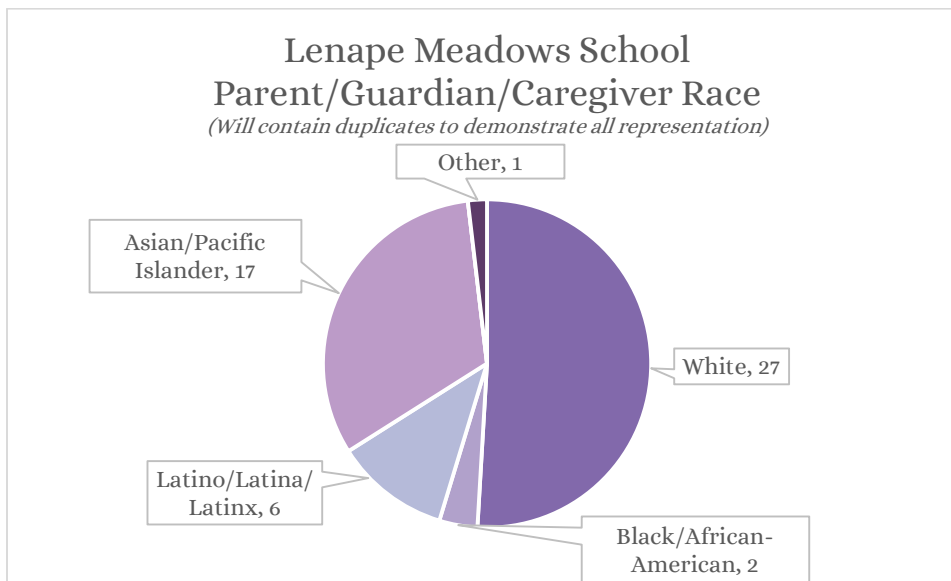
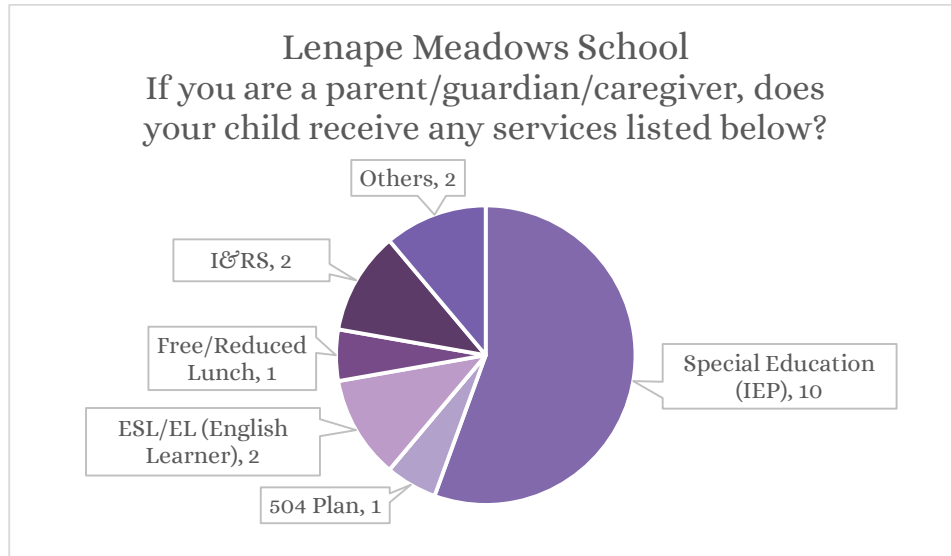
Overall, there were strengths and opportunities noted by the audit team while reviewing data from Lenape Meadows. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Lenape Meadows School. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

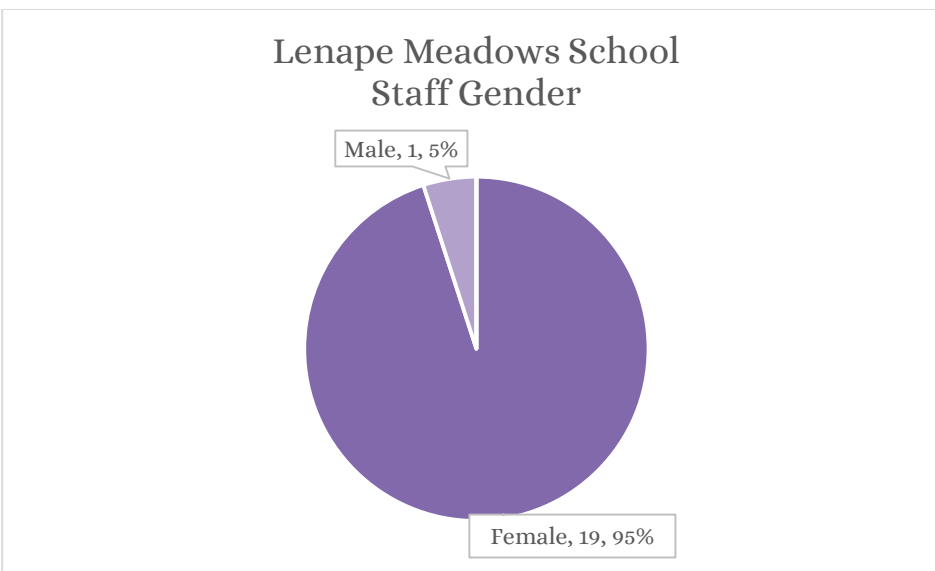
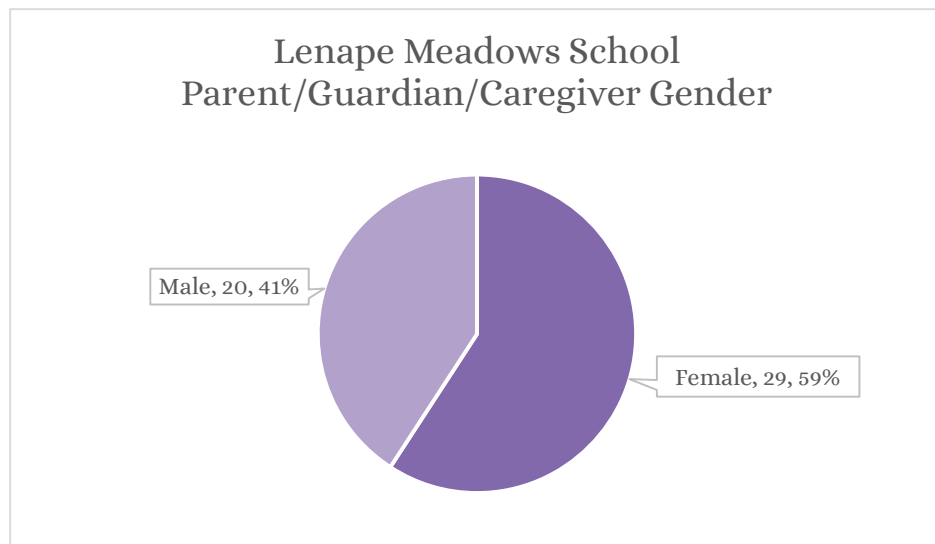
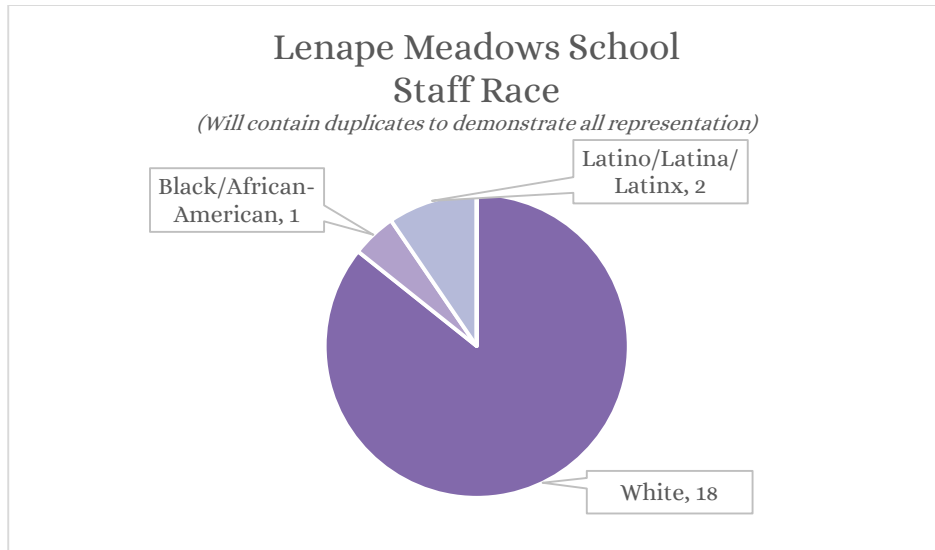


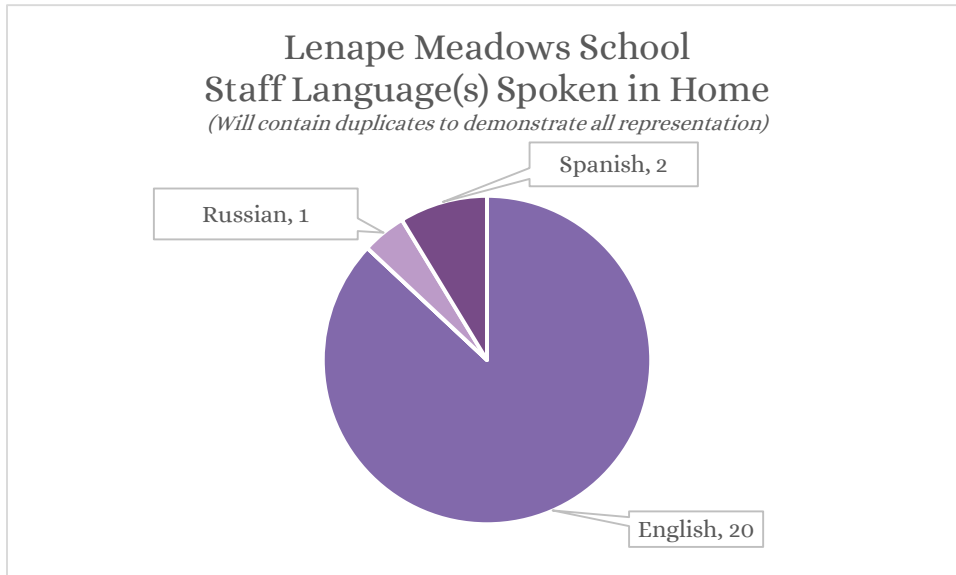
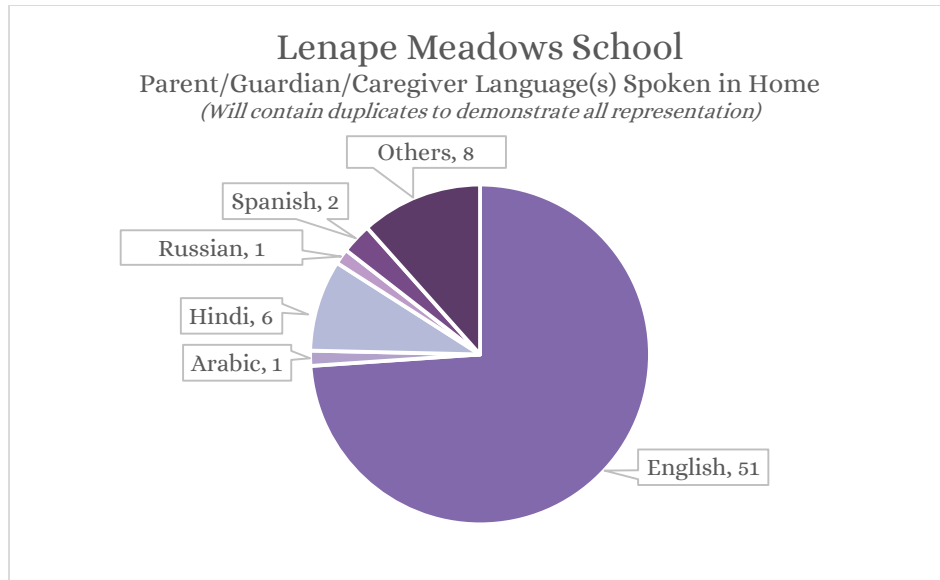
Mahwah Township Public Schools Lenape Meadows School Adult Survey

Parent/Guardian/Caregiver Survey Respondents: 49

Staff Survey Respondents: 20

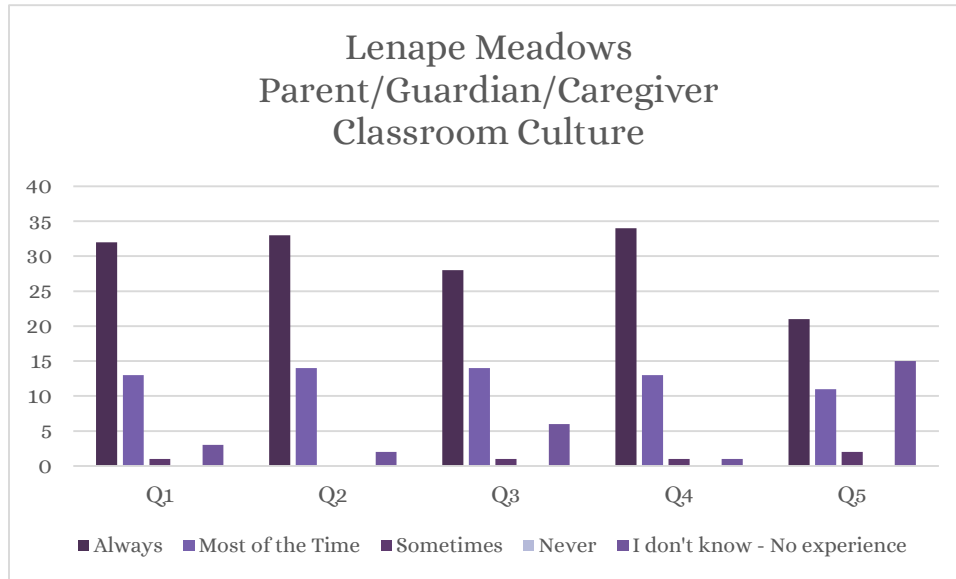






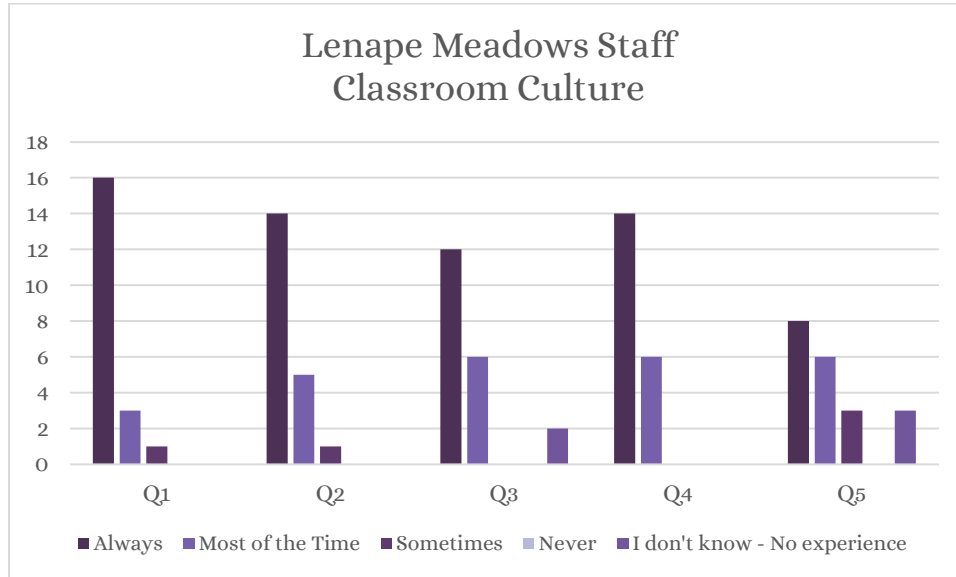
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



Section 1	Q1	Q2	Q3	Q4	Q5
Always	65.31%	67.35%	57.14%	69.39%	42.86%
Most of the Time	26.53%	28.57%	28.57%	26.53%	22.45%
Sometimes	2.04%	0.00%	2.04%	2.04%	4.08%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	6.12%	4.08%	12.24%	2.04%	30.61%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	80.00%	70.00%	60.00%	70.00%	40.00%
Most of the Time	15.00%	25.00%	30.00%	30.00%	30.00%
Sometimes	5.00%	5.00%	0.00%	0.00%	15.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	0.00%	10.00%	0.00%	15.00%

Section 1 Comments:

My kids love going to [redacted school name] every morning.

Mahwah schools are amazing and are inclusive.

Was shocked when I got a call from a first year [redacted] teacher (not this year) within the first two weeks of school reprimanding my [redacted] for crawling underneath a table. After a pandemic and having gone into quarantine [redacted], this was his first experience in actual school with many other kids and grownups he didn't know. Teachers should be equipped to manage a child under a desk! I've worked in another school district and would actually have been embarrassed to call a parent bc I thought a [redacted age] under a desk was that major.

We are relatively new to [redacted school name] (daughter is in [redacted grade level]) but thus far we are pleased with the above

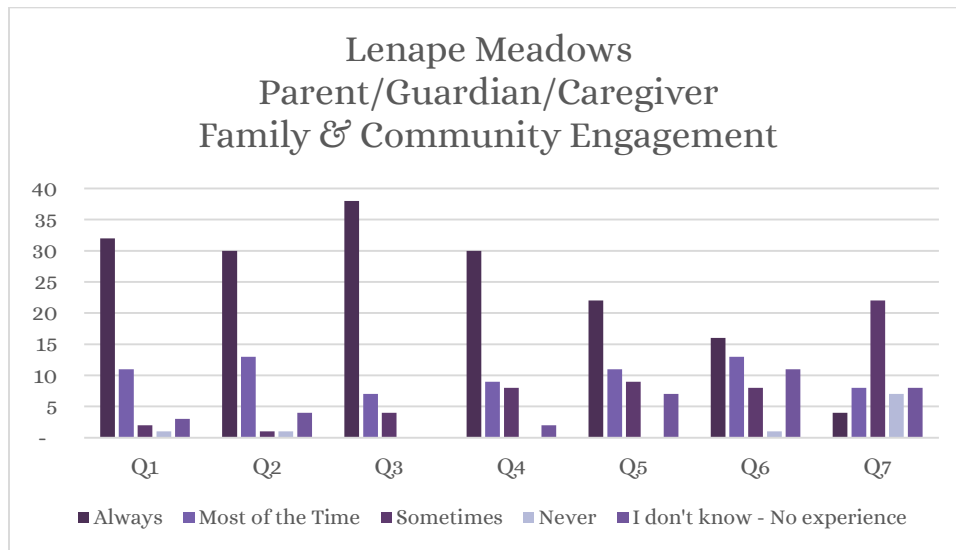
Appropriate discipline is an area to work on.

I say, "most of the time" to students sharing their thoughts and opinions without judgement, because as hard as staff may try to ensure that is true, judgement is still sometimes heard from other students. There is only so much within the scope of our control. The school mostly provides a safe environment physically and emotionally because, unfortunately, sometimes the school is unable to provide everything a student needs (paras, accommodations, etc).



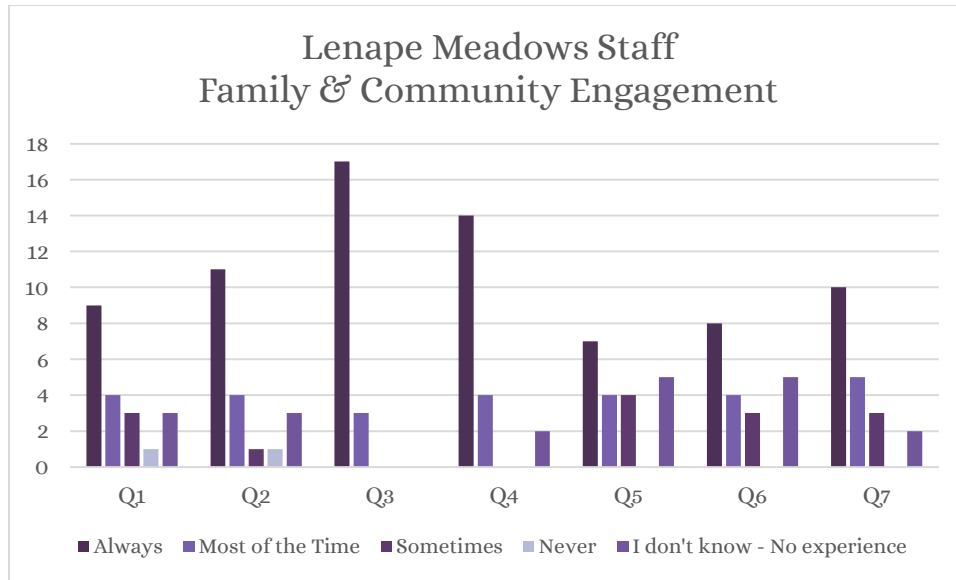
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	65.31%	61.22%	77.55%	61.22%	44.90%	32.65%	8.16%
Most of the Time	22.45%	26.53%	14.29%	18.37%	22.45%	26.53%	16.33%
Sometimes	4.08%	2.04%	8.16%	16.33%	18.37%	16.33%	44.90%
Never	2.04%	2.04%	0.00%	0.00%	0.00%	2.04%	14.29%
I don't know - No experience	6.12%	8.16%	0.00%	4.08%	14.29%	22.45%	16.33%





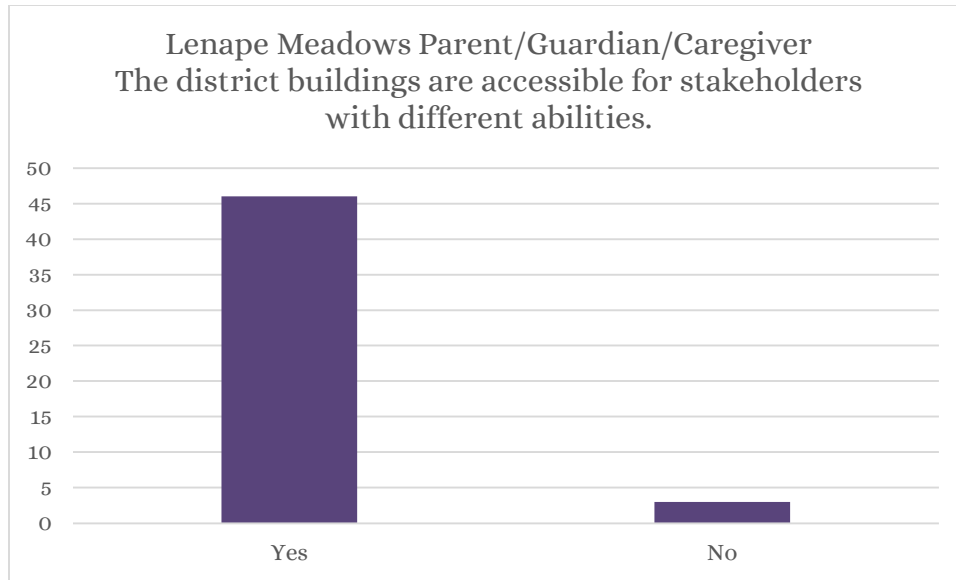
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	45.00%	55.00%	85.00%	70.00%	35.00%	40.00%	50.00%
Most of the Time	20.00%	20.00%	15.00%	20.00%	20.00%	20.00%	25.00%
Sometimes	15.00%	5.00%	0.00%	0.00%	20.00%	15.00%	15.00%
Never	5.00%	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	15.00%	15.00%	0.00%	10.00%	25.00%	25.00%	10.00%

Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?
can't say- haven't needed
Don't know
Family
Free or reduced lunches for those who qualify. Lunch time meetings that encourage children to communicate with each other more effectively.
Good question...I don't know but it would be helpful. Especially the emotional support!
HSO
I am not certain. I have not seen any besides the foodbank
I am not sure
I do not know.
I don't know any
I don't know of any. I am not sure if any is needed.
I don't know
If my family needed support (financial and/or emotional) who could I contact? In the school?
I'm not aware.
N/A
No
No experience
No idea
none
None required.
Not sure

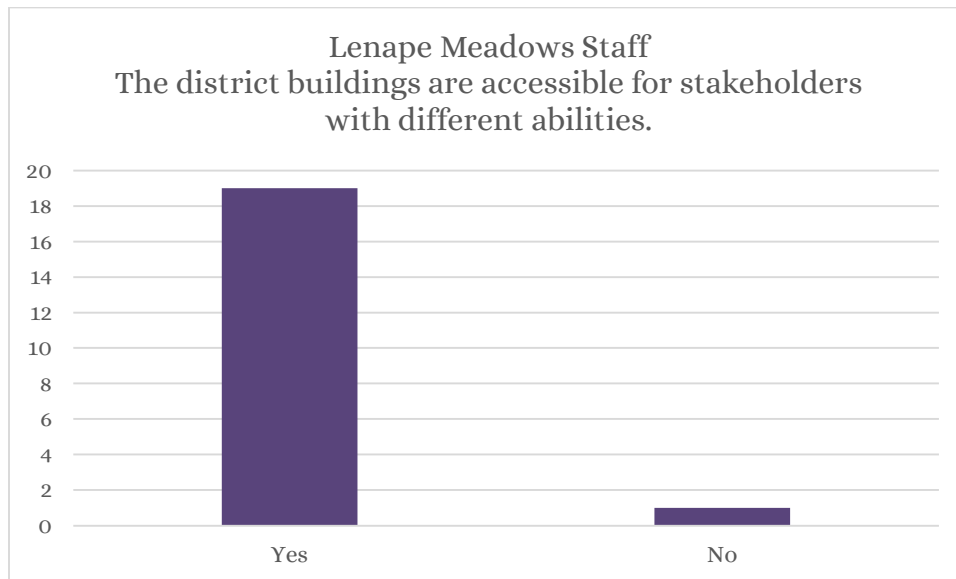


Not sure about a system, but support services are available.
Not sure/not applicable to our family
Not that I'm aware of.
on a district level? I don't know.
Parent group for emotional support. I do not know of financial support groups if there are any, besides free reduced lunch.
Unsure / no experience
Yes
Yes - basic financial support is available through Pre-K, reduced lunch, etc.; less emotional support options for kids who are struggling with mental health in elementary school
Yes, can communicate with principal
Yes, financial assistance etc
Yes, my son's IEP is an example
Yes. Counseling
Case Managers and Guidance Counselors
Communication and cooperative dialogue for parents and myself
conversations with child study team
CST
Does not appear to be.
For our school, I wish there were more support systems in place for families. For example, district and school communications could be translated to the languages our families speak at home. Just because our students are learning English does not mean that parents are. I also know there are many parents who struggle with things like common core math, and would likely attend a workshop to better support their child's learning at home. So much has changed in education since the time parents were in school.
Free and reduced lunch for families with financial hardship. Students that have emotional needs have a school counselor available to them
I am not sure.
The nurse, child study and front office
there is support
yes free or reduced lunch; counseling services
Yes- PerformCare, financial support through fundraising and programming within individual schools as needed
yes, free and reduced lunch, financial aid, SEL/Mindfulness Coaches, guidance counselors, CST





Yes	93.88%
No	6.12%



Yes	95.00%
No	5.00%

If no to the above question, please provide additional information.

I answered yes because there was no option for I don't know! I am able-bodied and it seems ok but I don't pay that much attention.

I don't have a solve for this, but I feel that it could be overwhelming for some families to participate. There is ALOT of information and it's not always clear what is where or how people can participate. As a pretty actively engaged parent, I still have to make the choice to act locally (school level rather than district level). To answer the above question, I don't know where the district building is or why I would need to access it.

If the elevator or is broken, there could be issues for students and staff.



Section 2 Comments:

Consider rewording some of these questions. Are you asking an individual to provide feedback on multiple family dynamics? Of other families? My own? Do I think the communication is inclusive of cultures, family structure, family types other than my own? “Family dynamics,” without a definition as to the information you are attempting to collect, is unclear/irrelevant.

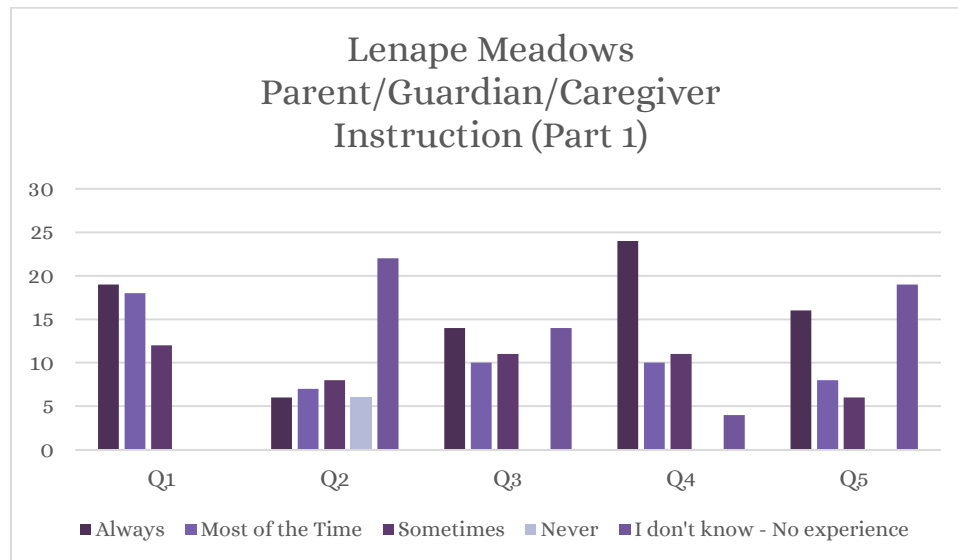
Mahwah is diverse and I always felt welcomed.

The socioeconomic lines of the elementary school are certainly not at all equal

It would be helpful if there was more bilingual staff and sent communication in Spanish or other languages.

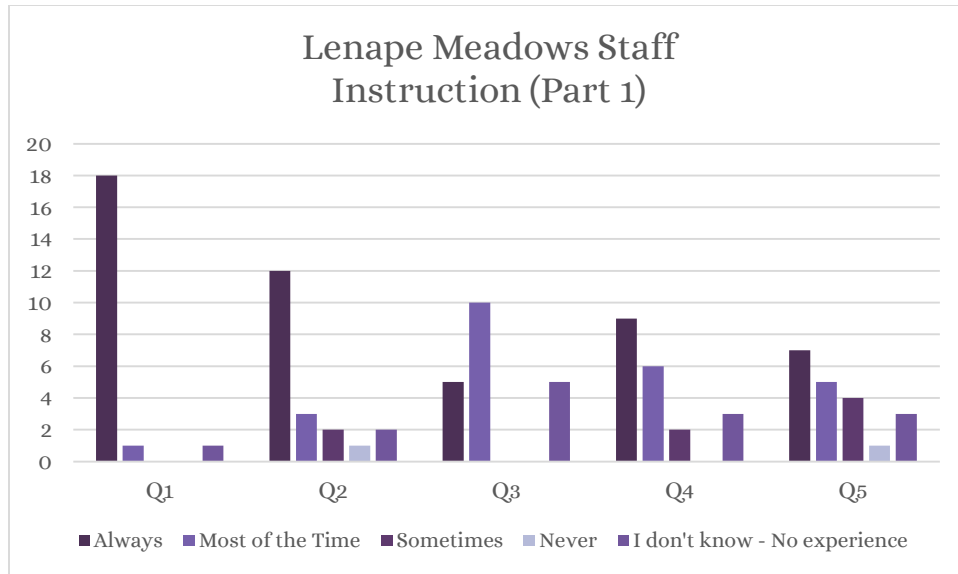
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.



	Q1	Q2	Q3	Q4	Q5
Always	38.78%	12.24%	28.57%	48.98%	32.65%
Most of the Time	36.73%	14.29%	20.41%	20.41%	16.33%
Sometimes	24.49%	16.33%	22.45%	22.45%	12.24%
Never	0.00%	12.24%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	44.90%	28.57%	8.16%	38.78%



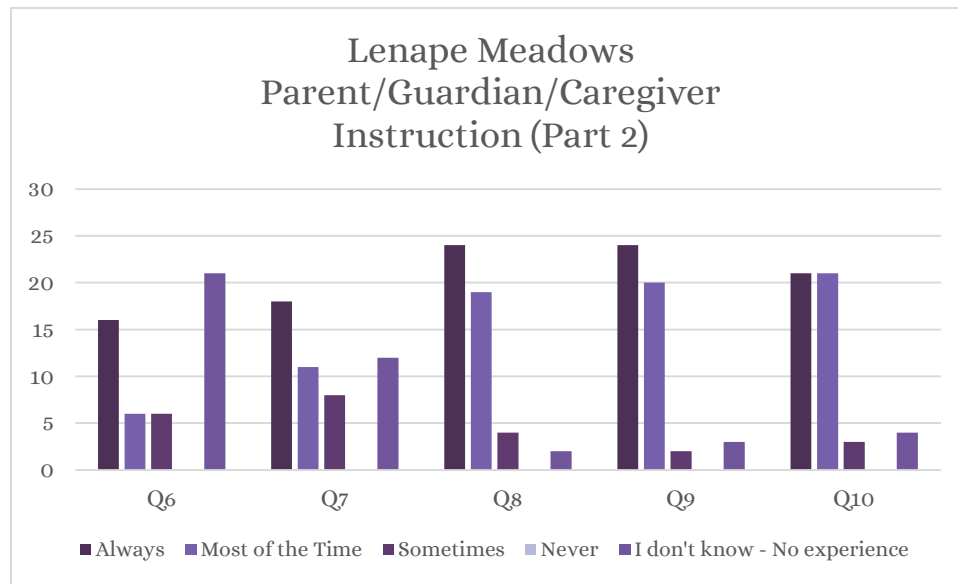


	Q1	Q2	Q3	Q4	Q5
Always	90.00%	60.00%	25.00%	45.00%	35.00%
Most of the Time	5.00%	15.00%	50.00%	30.00%	25.00%
Sometimes	0.00%	10.00%	0.00%	10.00%	20.00%
Never	0.00%	5.00%	0.00%	0.00%	5.00%
I don't know - No experience	5.00%	10.00%	25.00%	15.00%	15.00%



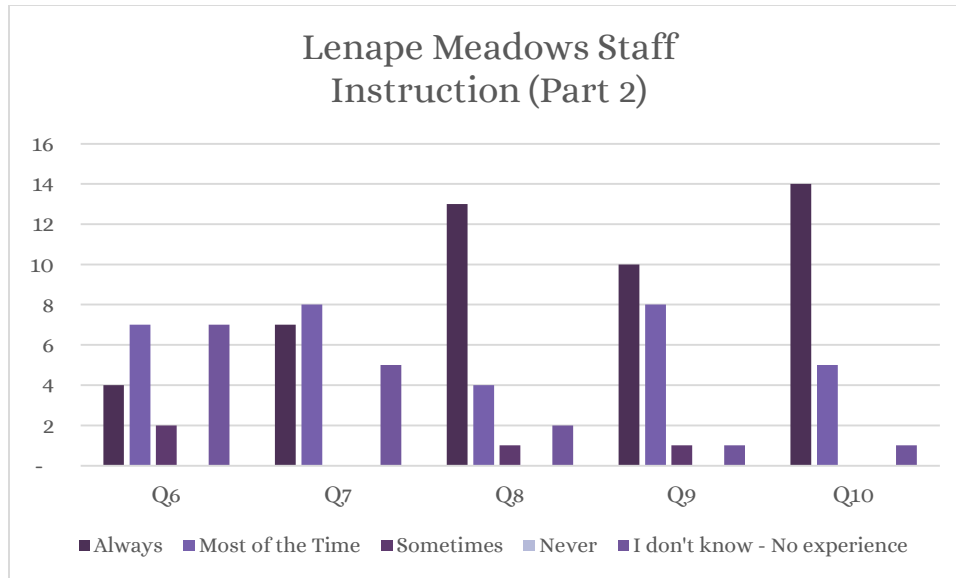
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.



	Q6	Q7	Q8	Q9	Q10
Always	32.65%	36.73%	48.98%	48.98%	42.86%
Most of the Time	12.24%	22.45%	38.78%	40.82%	42.86%
Sometimes	12.24%	16.33%	8.16%	4.08%	6.12%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	42.86%	24.49%	4.08%	6.12%	8.16%





	Q6	Q7	Q8	Q9	Q10
Always	20.00%	35.00%	65.00%	50.00%	70.00%
Most of the Time	35.00%	40.00%	20.00%	40.00%	25.00%
Sometimes	10.00%	0.00%	5.00%	5.00%	0.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	35.00%	25.00%	10.00%	5.00%	5.00%

Section 3 Comments:

justice and injustice are concepts that are too advanced for the children in [redacted school name]

Curriculum needs to be focused on academic enrichment rather than the teaching of gender identity and sexual orientation.

I don't believe Mahwah is systemically racist, homophobic, or transphobic. I believe they give equal opportunity to all

I feel that the school does a great job communicating activities, giving parents opportunity to be involved and has a very inclusive environment and teaches different cultures. Students play well together, learn kindness, and have very supportive staff and teachers.

My children build relationships based on how nice a person is, not based on what they look like. I think this approach is clean, and would prefer them not judging a person based on how they look.

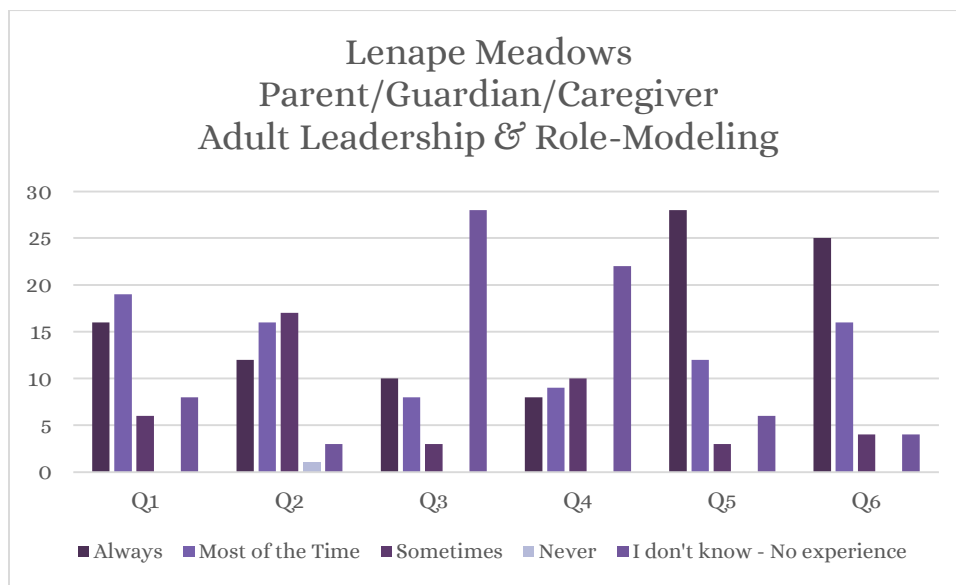
School is doing a great job.

I say students are sometimes given supports rather than always because, again, the district is limited in what they can provide. Not every student who needs a paraprofessional or an IEP has one at this time. It makes me sad to see other adults needing to get involved from outside my classroom window, including administrators and even Mahwah PD, when a student needs to either be restrained or calmed to continue learning. It is seemingly unique to [redacted school], but I'm sure the district is doing their best by all students in all buildings.



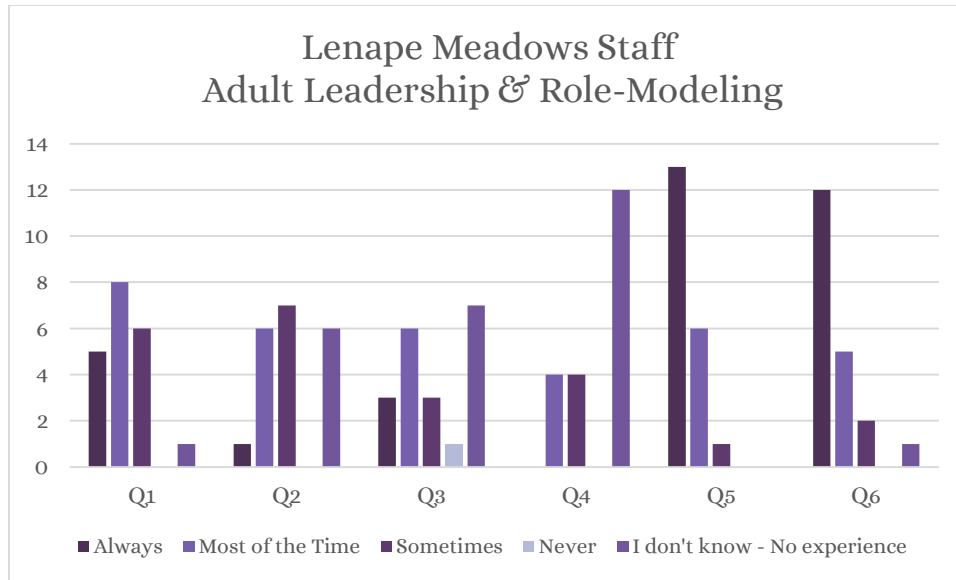
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	32.65%	24.49%	20.41%	16.33%	57.14%	51.02%
Most of the Time	38.78%	32.65%	16.33%	18.37%	24.49%	32.65%
Sometimes	12.24%	34.69%	6.12%	20.41%	6.12%	8.16%
Never	0.00%	2.04%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	16.33%	6.12%	57.14%	44.90%	12.24%	8.16%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	25.00%	5.00%	15.00%	0.00%	65.00%	60.00%
Most of the Time	40.00%	30.00%	30.00%	20.00%	30.00%	25.00%
Sometimes	30.00%	35.00%	15.00%	20.00%	5.00%	10.00%
Never	0.00%	0.00%	5.00%	0.00%	0.00%	0.00%
I don't know - No experience	5.00%	30.00%	35.00%	60.00%	0.00%	5.00%

Section 4 Comments:

I don't believe Mahwah is systemically racist, homophobic, or transphobic. I believe they give equal opportunity to all

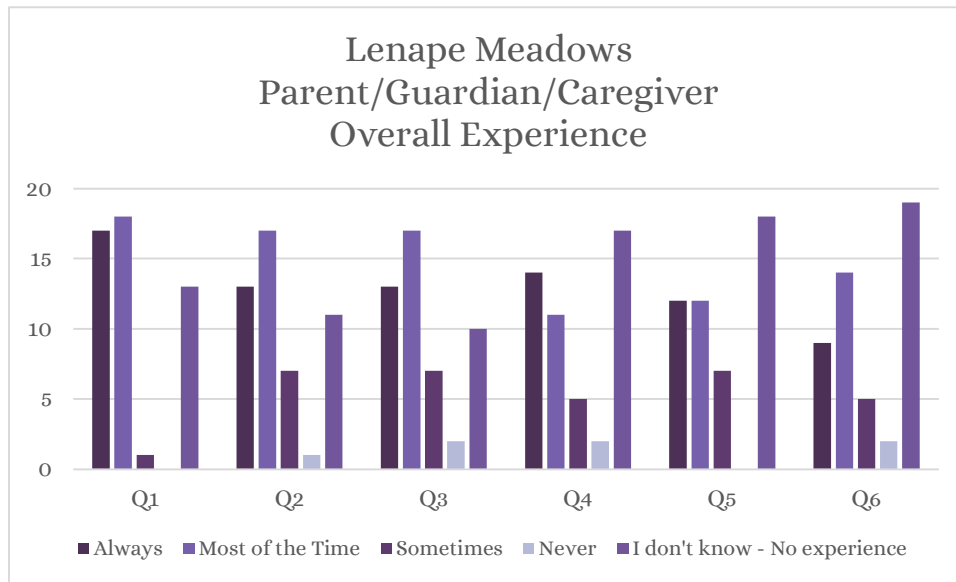
Not knowing how your results will be presented, [redacted]

Staff treats everyone with respect and fairly.



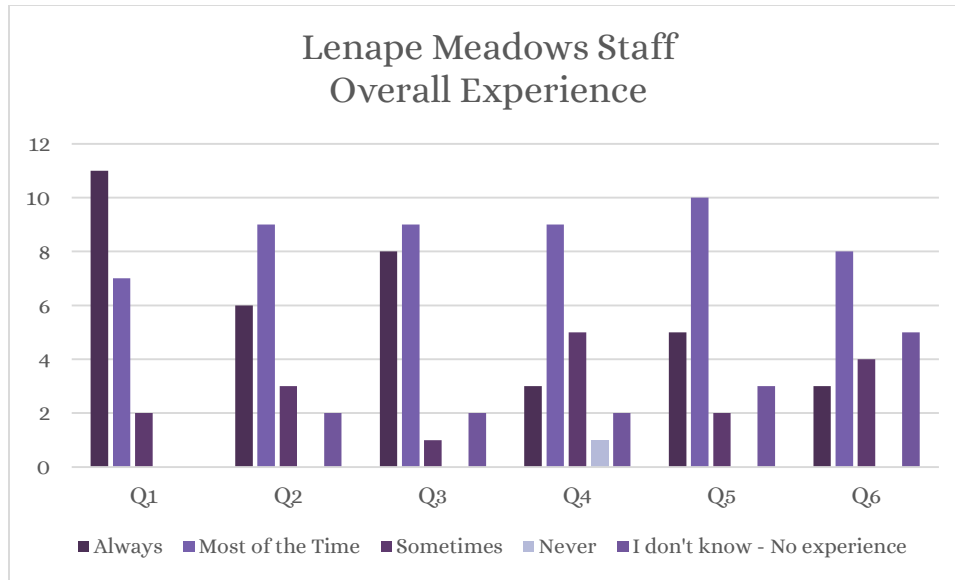
Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	34.69%	26.53%	26.53%	28.57%	24.49%	18.37%
Most of the Time	36.73%	34.69%	34.69%	22.45%	24.49%	28.57%
Sometimes	2.04%	14.29%	14.29%	10.20%	14.29%	10.20%
Never	0.00%	2.04%	4.08%	4.08%	0.00%	4.08%
I don't know - No experience	26.53%	22.45%	20.41%	34.69%	36.73%	38.78%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	55.00%	30.00%	40.00%	15.00%	25.00%	15.00%
Most of the Time	35.00%	45.00%	45.00%	45.00%	50.00%	40.00%
Sometimes	10.00%	15.00%	5.00%	25.00%	10.00%	20.00%
Never	0.00%	0.00%	0.00%	5.00%	0.00%	0.00%
I don't know - No experience	0.00%	10.00%	10.00%	10.00%	15.00%	25.00%

Section 5 Comments:

I don't believe Mahwah is systemically racist, homophobic, or transphobic. I believe they give equal opportunity to all

[Redacted school] has a reputation among the board of Ed and elsewhere as the “poor school”. The teachers and faculty are amazing there but they are referring to the socioeconomic lines. There should be a redistricting where [redacted] goes to [redacted school name] and some of the townhouses go to [redacted school name].

Mahwah is a great community, everyone is very inclusive, welcoming and understanding.

Perhaps I'm not very well informed on the topic, but I don't know if diversity and inclusion are normal topics at school.

The BOE, not the students and parents, decided to push more DEI curriculum and this survey is designed specifically to make a case for it. I had not heard any conversations, complaints or comments from any other parents stating that there was a need for more DEI content in the school. However I have heard many parents are strongly against including divisive content such as the anything related to social justice or DEL.

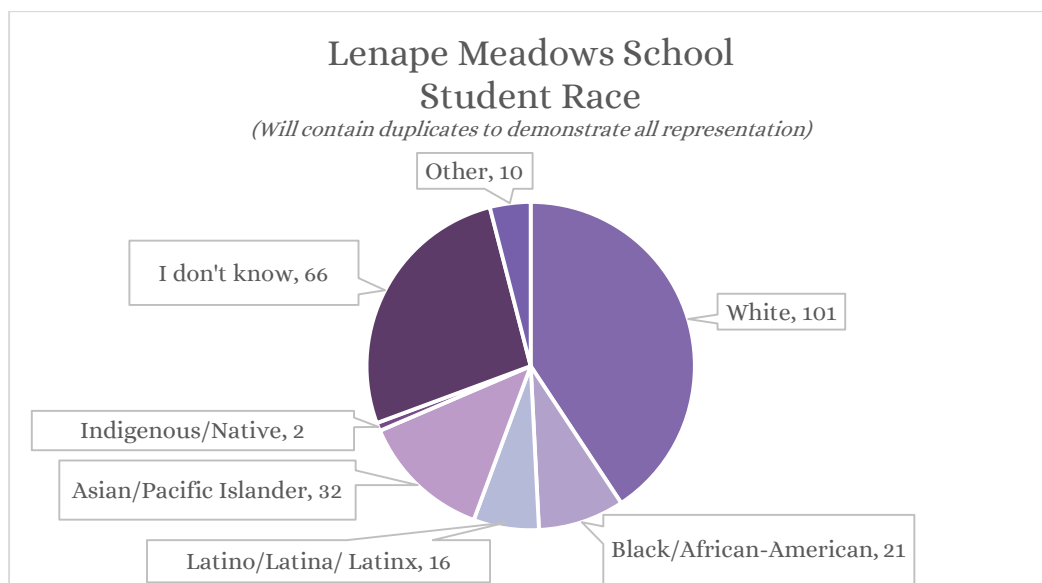
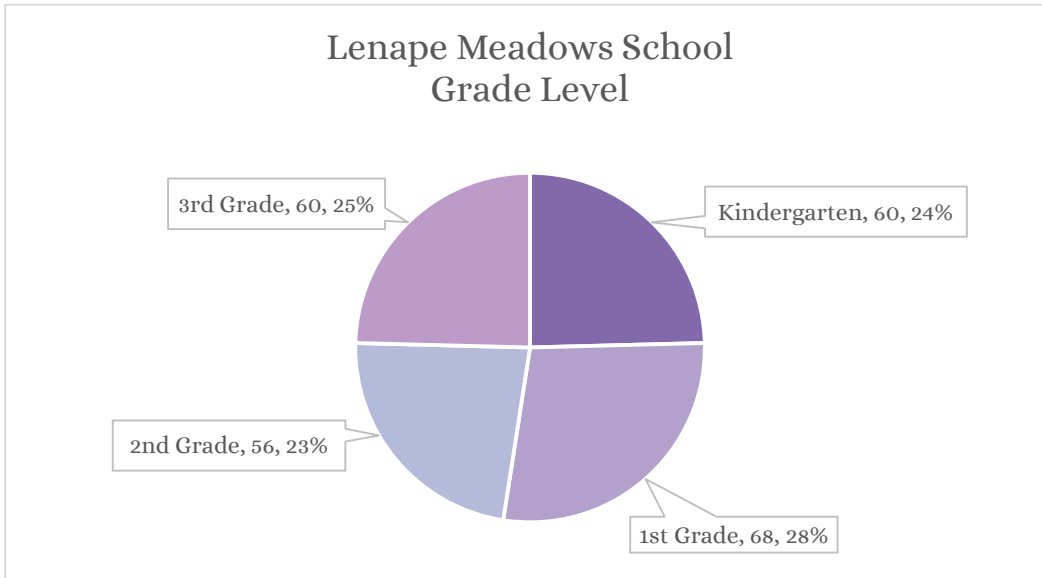
The district began the work around planning prior to the pandemic and incidents in 2020. Parents and community members spoke up and asked for things exactly like this (a district that takes all of of children into consideration and helps to make the not simply learned, but better humans in the process). The district is explicitly acting on that now and I am really impressed with their conviction to do better. (PS at one of the board meeting after people complained about spending [redacted] on this, the board subsequently approved more than [redacted] on a newly paved track and bandstand without a peep from anyone. Opposition to something having to do with EQUITY and inclusion, but more than happy to pay for a few sports things.)

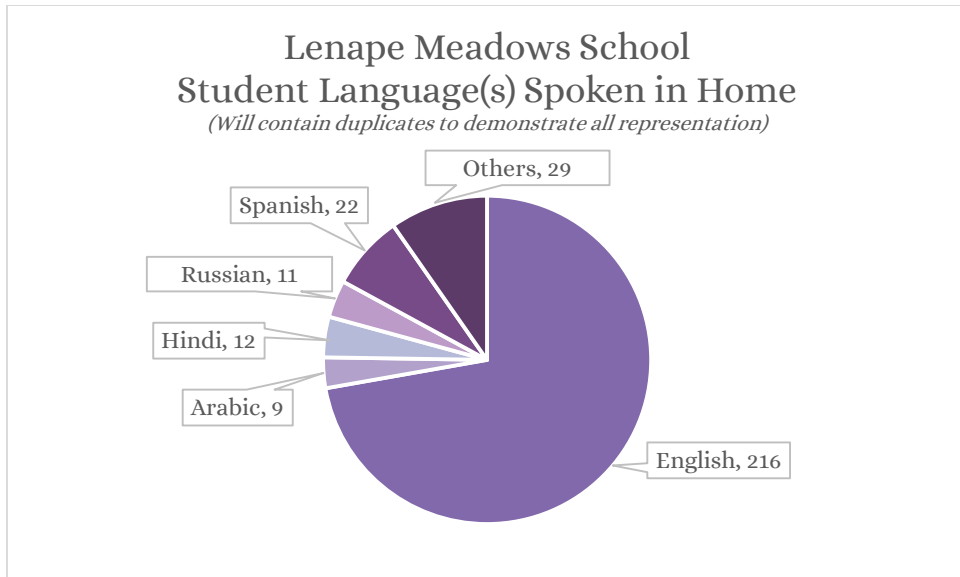
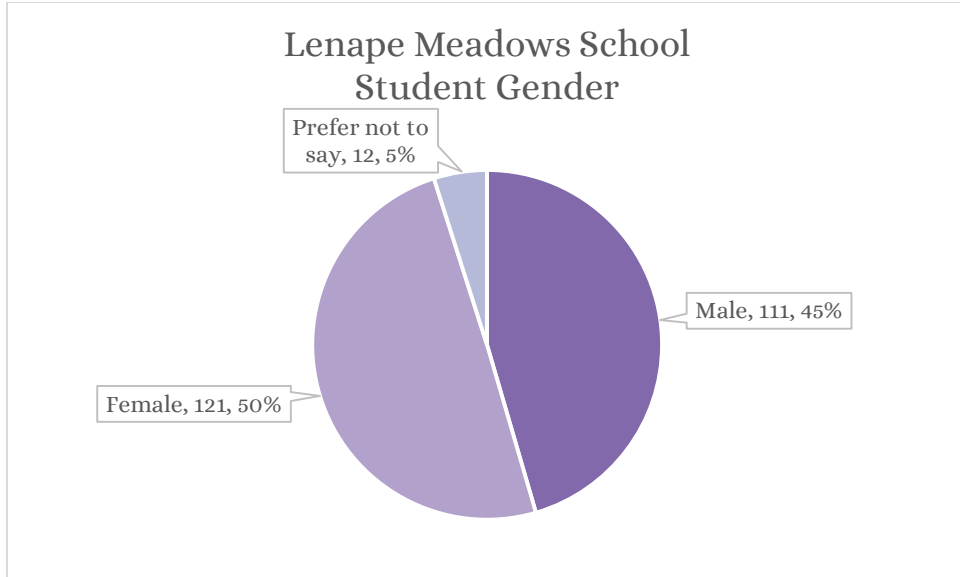
There are no available funds for our low income families towards field trips.



Mahwah Township Public Schools Lenape Meadows School Student Survey

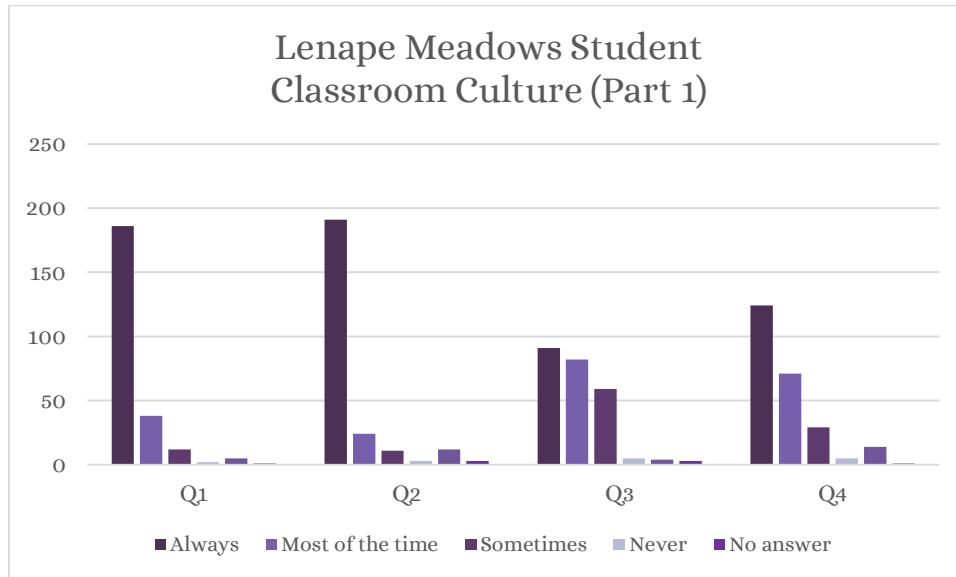
Student Survey Respondents: 244





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Other students are nice to me.
- Q4: I do well in my classroom/school.

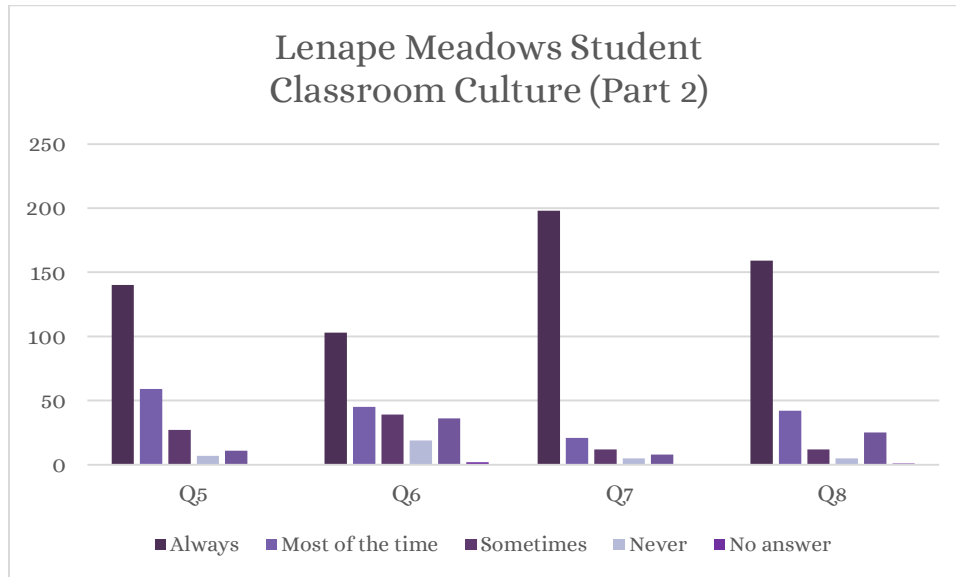


	Q1	Q2	Q3	Q4
Always	76.23%	78.28%	37.30%	50.82%
Most of the time	15.57%	9.84%	33.61%	29.10%
Sometimes	4.92%	4.51%	24.18%	11.89%
Never	0.82%	1.23%	2.05%	2.05%
I don't know	2.05%	4.92%	1.64%	5.74%
No answer	0.41%	1.23%	1.23%	0.41%



Section 1b: Classroom Culture - Questions and Responses

- Q5: I feel good about myself.
- Q6: I can share how I am feeling with other students without being made fun of.
- Q7: I am safe in my school.
- Q8: I know the school rules and what will happen if I don't follow the rules.



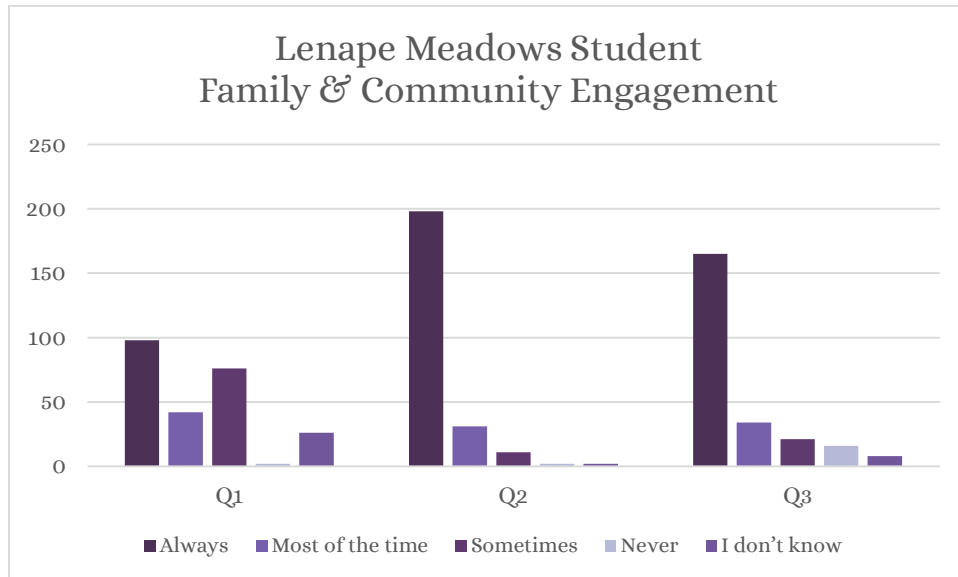
	Q5	Q6	Q7	Q8
Always	57.38%	42.21%	81.15%	65.16%
Most of the time	24.18%	18.44%	8.61%	17.21%
Sometimes	11.07%	15.98%	4.92%	4.92%
Never	2.87%	7.79%	2.05%	2.05%
I don't know	4.51%	14.75%	3.28%	10.25%
No answer	0.00%	0.82%	0.00%	0.41%

Section 1 Other Ideas:
Do you like reading
do you like the school/classroom
[Redacted name] is not treating me fairly
exiened
happy
I feel happy at this school because I never feel alone
i feel safe
i have no idea why i am loney
I love gym!!
I would recamend adding a rule board naxt to the gaga pit
safe
School is so fun. I want to keep going to this school. I wish [redacted school name] had 4th grade.



Section 2: Family & Community Engagement - Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I have friends at school.
- Q3: I have friends outside of school.



	Q1	Q2	Q3
Always	40.16%	81.15%	67.62%
Most of the time	17.21%	12.70%	13.93%
Sometimes	31.15%	4.51%	8.61%
Never	0.82%	0.82%	6.56%
I don't know	10.66%	0.82%	3.28%

Section 2 Other Ideas:

I have a lot of friends. Most of them are very kind to me.

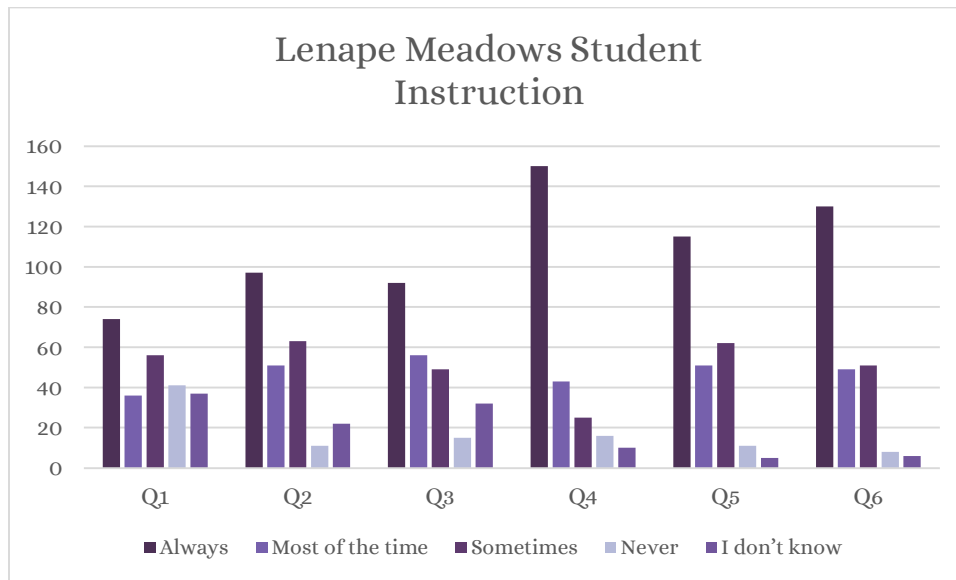
no thanks

yesss



Section 3: Instruction – Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I learn about people who are different than me.
- Q3: I am taught about people being treated differently.
- Q4: I am taught how to stand up for people who are being bullied.
- Q5: I work with other students to do my work.
- Q6: My teachers help me with my work.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	30.33%	39.75%	37.70%	61.48%	47.13%	53.28%
Most of the time	14.75%	20.90%	22.95%	17.62%	20.90%	20.08%
Sometimes	22.95%	25.82%	20.08%	10.25%	25.41%	20.90%
Never	16.80%	4.51%	6.15%	6.56%	4.51%	3.28%
I don't know	15.16%	9.02%	13.11%	4.10%	2.05%	2.46%

Section 3 Other Ideas:

All of the students in [redacted school name] are treated fairly. The teachers are kind to kids.

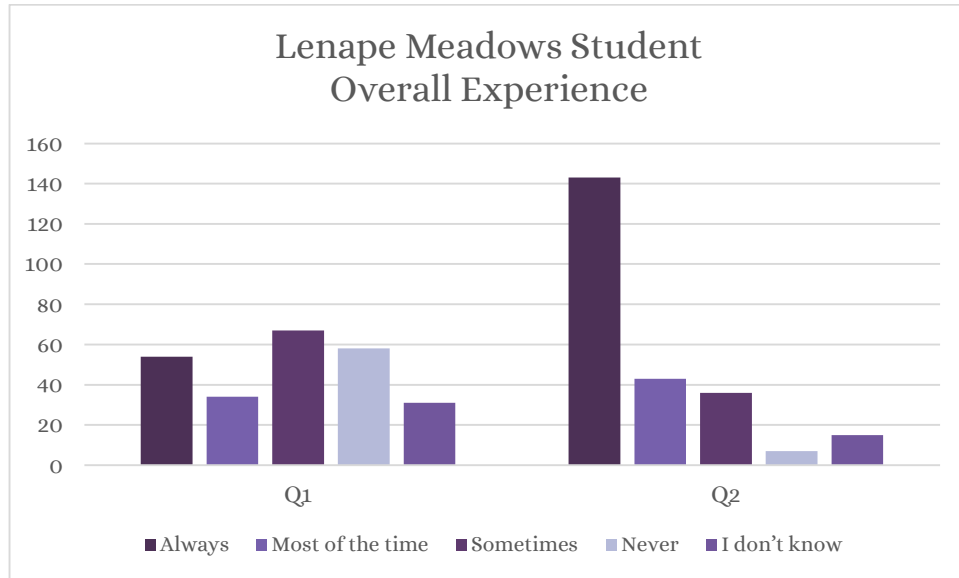
no thanks

I have a lot of friends



Section 4: Overall Experience - Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



	Q1	Q2
Always	22.13%	58.61%
Most of the time	13.93%	17.62%
Sometimes	27.46%	14.75%
Never	23.77%	2.87%
I don't know	12.70%	6.15%

Section 4 Other Ideas:
I love my mom
[Redacted name] kinda looks like me
No thanks
sometimes I do not feel comfortable speaking up
There is not a lot of Korean people in my school.



Joyce Kilmer School Report

The audit team had the opportunity to speak with 72 people (breakdown below) and conduct 11 classroom observations within the Joyce Kilmer School community on January 17, 2023, between 11:45 am – 3:00 pm. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The audit team also spoke to students while conducting classroom observations.

- Administrators: 2
- Instructional Staff: 32
- Non-Instructional Staff: 14
- Parent(s)/Caregiver(s): 5
- Students: 19

Surveys were also completed by 436 stakeholders within the Joyce Kilmer School community (breakdown below).

- Students: 355
- Parent(s)/Caregiver(s): 66
- Staff: 15

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Joyce Kilmer for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to Joyce Kilmer School. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity audit process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Joyce Kilmer scored themselves an 8 out of 10 in Classroom Culture, noting morning meetings, responsive classrooms, the Zen Den, a whole child approach at the forefront, awareness about what is going on for students outside the classroom, and supports such as morning friends and character education for students who are in need as areas of strength. Opportunities for improvement noted on the Self-Assessment included honoring student experiences and cultural heritages, utilizing diversity-rich texts, increasing staff comfort for reading and engaging in texts, and utilizing the Thunderbird partnership to provide students and families more cultural experiences.



The first main concept of Classroom Culture, honoring student experience, is specifically listed by Joyce Kilmer on the Self-Assessment as an opportunity for improvement. In the audit team's observations, the school building showed minimal reflections of student cultural experience, with no cultural flags or identifiers observed throughout the school. During the classroom observations, the audit team did not observe discussions regarding students' personal experience or connections to the lessons. It should be noted that the audit team was observing for minimal periods of time in each classroom.

Thoughtful classroom setup allows students to explore their classroom and the materials within it without boundaries or obstacles. Beyond physical setup, a thoughtful classroom creates an environment in which students build relationships and practice communication with their peers. This experience can allow students to explore the diversity of those around them and learn more about the cultures represented by their peers. Students who feel this sense of connection are significantly more likely to engage in the lessons and feel a sense of pride in their learning.

Promoting shared inquiry and dialogue is another important aspect of Classroom Culture. When asked if students are encouraged to share their thoughts/opinions without judgement, 68.18% of parents/guardians/caregivers and 86.67% of staff respondents said they are, at least most of the time. In contrast to adult opinions, only 54.09% of student respondents reported that they can share how they are feeling without being made fun of, at least most of the time. Fostering a positive classroom culture with opportunities for students to share their feelings and opinions without judgment allows students to build empathy for diverse experiences and open collaborative conversations about student diversity.

Social and emotional safety, along with physical safety, are essential to creating a positive classroom culture. Of the student survey respondents, 82.82% said that they feel safe at Joyce Kilmer, at least most of the time. Parents/Guardians/Caregivers seemed to align with the student perception responses, with 84.85% of survey respondents answering always or most of the time to the school providing a physically and emotionally safe environment for students. All staff respondents felt student safety was present, at least most of the time. Social and emotional safety is often promoted by using social-emotional learning (SEL) practices. It was noted that, although social-emotional safety is aided by SEL, there were no references in the Self-Assessment to SEL efforts to demonstrate how the safe environment is being fostered. The focus group interviews revealed many more examples of SEL efforts. SEL initiatives, such as evaluating student health and wellness curricular offerings and creating tools for parents/guardians/caregivers to support their student, are conveyed from Central Office, and teachers receive the opportunity to attend professional development regarding the initiatives. The training is not required and, as such, some staff reported feeling overwhelmed by the number of expectations they face and choose not to attend the training being offered. Although the staff being interviewed



acknowledged that the trainings were underutilized, they reported feeling as though there are enough opportunities provided for professional development around SEL, and that they feel prepared to implement the SEL initiatives with the training they have received. There was also a reflection space, the Zen Den, available to students as a part of the SEL efforts. When students are feeling overwhelmed or need to take a moment, reflection spaces allow a student the time to regroup and refocus before behaviors reach a point of removal from the classroom.

When considering if Joyce Kilmer school disciplines within a values-based approach, the student survey results show that students feel their teachers (89.01% of student respondents) and the administration (78.59% of student respondents) treats them fairly, at least most of the time. The question, “My principal treats me fairly,” is also offset from making conclusions because 14.37% of students responded, “I don’t know”. This may be because students have limited experience with the administration. It is important for all students to have interaction with building-level administration, and not solely for disciplinary purposes. When looking more closely at whether students understand the discipline policies within the school, 90.99% of students responded that they know the school rules and what will happen if they don’t follow the rules, at least most of the time. This demonstrates that expectations are likely reasonable and understandable for the students. Classroom observations also support the evidence that students are aware of the school rules, expectations, and can meet those expectations. In one classroom, students were observed explaining the rules for an activity to each other. In other classrooms, students were seen being attentive and respectful. The adult survey data shows lower perceptions of equitable discipline practices, with 68.18% of parent/guardian/caregiver and 60% of staff respondents reporting that the school disciplines fairly. Five survey comments directly cited discipline as needing improvement. Two of those comments referenced students having a lack of respect, both of which were from staff members. Although there were comments regarding discipline in the survey data, there were no references made to discipline at Joyce Kilmer in the Self-Assessment, and it was not addressed during the focus groups. The audit team observed interactions in classrooms where boys were observed being corrected faster than girls for talking out of turn, suggesting disproportionality. A gender disproportionality is also reflected in the incident reporting data for Joyce Kilmer, with male students accounting for 87.5% of the reports, while the demographic population report suggests that male students represent closer to 50% of the general student population.

Overall, when considering Classroom Culture, it is important that students feel good about themselves and feel valued as unique individuals. In reviewing survey data, 79.72% of student respondents reported feeling good about themselves, at least most of the time. Adults also reported a mostly positive experience, with 78.79% of parents/guardians/caregivers and 93.33% of staff members reporting the same, at least most of the time. Students who are able to express themselves authentically and see their cultural experiences reflected in the culture of their schools invites students to not only be in the school to learn, but to also be a part of the learning experience.



Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity audit process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, Joyce Kilmer scored themselves a 5 out of 10 in Family & Community Engagement. Joyce Kilmer noted translation of the weekly newsletters, Halloween Parades, School Social Chaperones for 4th and 5th grade, as well as field day as strengths in the Self-Assessment. A potential opportunity for improvement that was noted in the Self-Assessment was to continue developing opportunities for further parent/guardian/caregiver/family involvement.

Culturally sensitive communication is defined as being inclusive with language, including materials sent home as well as language being used (both verbally and written). For example, when looking at the website and other materials, are there references to mom/dad or is it more inclusive to look at many different family structures? Culturally sensitive communication allows all members of the school community to feel seen, heard, and instills a sense of belonging. The adult survey found that 84.85% of parent/guardian/caregiver respondents and 66.67% of staff respondents believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The perception of district-level communication being inclusive is slightly higher among the parent/guardian/caregiver respondents with 86.36% agreeing that district-level communication is inclusive, at least most of the time. Staff responses are equal between school-level and district-communications being inclusive, at 66.67% saying it is, at least most of the time.

When discussing important topics that impact the whole community, it is important to include a variety of voices throughout the community at-large. Including family and community wisdom provides a richer and more robust understanding of the overall needs of the community. The inclusion of family and community wisdom reflects the importance of including diverse perspectives in learning opportunities, conversations, and decision-making. As the audit team reviewed the data connected to the inclusion of family and community wisdom, it was reported that most families are encouraged to participate in school activities, with 89.39% of parents/guardians/caregivers and 73.33% of staff members saying this happens, at least most of the time. On the other hand, when asking if families are encouraged to participate in district-level activities, the numbers for parent/guardian/caregiver perceptions drop slightly, with 80.31% reporting positively. Staff perception is consistent between school-level and district-level activities. This feeling of welcoming and belonging is reflected in the interactions between students as well. For this reason, students were able to build strong connections across demographics and identities.



One of the most prominent strengths of Mahwah Township Public Schools is in its deep connection to the community at large. When looking at the use of local resources, only 34.85% of parents/guardians/caregivers and 53.34% of the staff reported feeling like they are part of the district community, at least most of the time. This data shows an opportunity for growth within both Joyce Kilmer and the district overall to become a more influential presence by becoming the conduit that connects families to the overall Mahwah experience. Programs such as the Thunderbird Program along with affiliations with the Public Library and other community resources will continue to develop a stronger connection with the students, families, and community, as a whole.

Joyce Kilmer could benefit from further engagement opportunities with local resources. While Joyce Kilmer is currently engaging in the Thunderbird Partnership, America Education Week, Reading Across America Week, partnership with Center for Food Action, and the HSO (Home School Organization), many of these programs are nationwide. Connecting with local resources provides a sense of cohesion with community stakeholders. By connecting with local resources, extensions of Joyce Kilmer throughout the community at-large are created.

While all perspectives are reported to be valued, there are some perspectives that are not able to engage in productive discord, as witnessed by the audit team and reported by multiple stakeholder groups, in both the surveys and in focus groups. There was a collective agreement around the need for increased connections among families. The focus groups allowed stakeholders with diverse perspectives to hear thoughts and ideas from opposing perspectives in an engaging and productive manner. During this process, some participants were able to more fully understand the stance of their counterparts at Joyce Kilmer. The focus groups provided a more inclusive and empathetic environment conducive to productive discourse. It may benefit all members of the school community to continue providing these opportunities for further dialog.

Instruction

Within Instruction, there are five main concepts that are examined during the equity audit process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, Joyce Kilmer scored themselves a 6 out of 10 in Instruction. The Self-Assessment noted strengths, such as: the implementation of a workshop model, use of differentiation techniques, and use of assessments as tools to measure the development of students' understanding of curricular concepts. The Self-Assessment also identified potential opportunities for improvement such as addressing disparities in diversity, employing best practices in culturally responsive pedagogy, and engaging students in learning using techniques that support their ability to make real-world connections to their lives, the world, and other disciplines.



The first concept within Instruction, critical engagement with materials, was assessed by the audit team through a review of surveys from adults, including parents/guardians/caregivers and staff, as well as evidence collected from classroom observations. In the adult survey, 60.60% of parent/guardian/caregiver respondents and 80% of staff respondents reported that students are engaged with material and taught from different perspectives, at least most of the time. It should be noted that among the parent/guardian/caregiver respondents, 25.76% indicated that they are “not sure/have no experience” with a comment, “We don’t have access to most of this information in detail”. In order to examine this further, the audit team observed critical engagement in classrooms, which was evident in 54.54% of the classrooms visited. In one classroom, a teacher used a novel to anchor a class discussion about the theme. Students shared their interpretation of the author’s message with a partner using evidence from the text. During the discussion, they extended their insights in ways that moved beyond the story’s events, and they applied the theme to real life. In classrooms where critical engagement was “not observed,” the teacher facilitated learning as a whole group or, in some cases, students read silently. After reviewing these sources of data, the audit team identified a notable discrepancy between the staff’s perception of critical engagement with materials and the practices observed during the classroom visits. Because of this discrepancy, it is worth examining and defining what successful implementation of critical engagement with materials during instruction looks like across content areas (specifically how staff use higher order thinking questions to promote critical engagement with materials).

The concept of differentiation in Instruction was identified as an area of strength in the Self-Assessment. Differentiation is an approach used by teachers during instruction to engage students in ways that are responsive to their unique learning needs and interests through equal access to classroom discussions, activities, resources, technology, and support. Staff survey respondents agreed with the Self-Assessment, with 93.34% of staff reporting that students are given the opportunity to learn at their level and given support when necessary, at least most of the time. Parents/Guardians/Caregivers agreed with this statement, with 90.91% responding the same way. Students, however, responded less favorably. In the student survey, only 63.38% of respondents reported that teachers support them with their work when needed, at least most of the time. During classroom observations, the audit team observed a range of evidence to support the implementation of differentiation in 72.72% of the classrooms visited. This was most apparent through teachers’ use of flexible groups/What I Need Now (WINN) activities, small group instruction, and student choice. Differentiation was also observed through students’ use of teacher-selected graphic organizers, use of technology to access activities/materials, and use of support from classroom paraprofessionals who provided assistance as students worked to complete assignments. It was not clear to the audit team, however, how teachers selected activities and materials for flexible groups and why. In one classroom, for example, a student shared that “everyone gets the same packet” when asked about the WINN tasks. Without speaking to the teacher, it is unclear if this is



accurate; however, it is important to note that providing students with the same materials does not necessarily model differentiation – although the teaching technique within the groupings could. In another room, students were assigned to groups and there was an apparent rotation in which they completed the tasks while the teacher met with a small group of students. Based on the information gained by the audit team, differentiation is evident in the Joyce Kilmer School; however, it is worth examining how teachers use student assessment data to inform their instructional decisions and how learning opportunities are structured in ways that are aligned to the rigor of the standards and supportive of students’ abilities, needs, and interests. Careful consideration of these practices will be instrumental in supporting the school’s efforts to create “more purposeful” differentiated learning opportunities for students.

Cooperative and collaborative learning opportunities help to deepen students’ understanding of lesson concepts while fostering intergroup relationships. When done well, cooperative learning opportunities strengthen students’ abilities to learn from peers with different backgrounds and perspectives. This is an asset to instruction because it provides students with equitable access to content, and it maximizes their participation and engagement. The audit team examined this concept of instruction through a review of survey data and classroom observations. The team observed an apparent disparity between the perceptions of adults and students within the Joyce Kilmer community. Although staff and parent/guardian/caregiver survey respondents felt favorably that collaborative environments are seen, at least most of the time, with 83.33% of parent/guardian/caregiver respondents and 93.33% of staff respondents, only 45.35% of students agreed. The audit team observed collaborative environments in 45.45% of the classrooms visited. These observations are more closely aligned with student perceptions than adult perceptions regarding collaborative environments at Joyce Kilmer.

When students are given opportunities to make real-world connections during learning, it helps to enrich instruction. During classroom visits, the audit team observed that there were limited opportunities for students to make real-world connections between curricular concepts and the real-world. The team witnessed the implementation of this concept in only 18.00% of the classrooms visited. Making connections during instruction is helpful to students because they are able to make meaning of what they are learning by finding its relevance in the world around them. Most notably, connecting to real-world scenarios helps to improve students’ retention of enduring understandings within a given unit of study and supports students with extending their knowledge in ways that have implications to other disciplines and beyond. This is an aspect of instruction that staff at Joyce Kilmer can examine further and improve.

Assessing students in terms of their growth focuses on the individual experiences of the students to establish equitable assessment practices. Using growth-based approaches to assessment is essential to instruction because it allows teachers to identify gaps in students’ learning and track their improvements over time instead of relying solely on summative test scores. In a review of staff and parent/guardian/



caregiver survey results, 83.34% of parent/guardian/caregiver respondents and 93.33% staff respondents reported that growth-based assessments are used as tools to measure students' learning over time. During classroom visits, the audit team did not observe teachers' use of growth-based assessments. It is important to acknowledge that this may have been attributed to the timing of the audit team's visit.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Joyce Kilmer scored themselves a 6 out of 10 in Identity within Curriculum. The Self-Assessment noted a strength being the staff's ability to encourage students to 'be themselves and explore their interests.' Also in the Self-Assessment was the desire to help students develop a cultural and historical understanding about their own identities in ways that are positively affirming.

Cultural representation in curriculum helps to influence students' identity in ways that support their development by learning about people around them and people who look like them. When examining Identity within Curriculum, the audit team reviewed survey results of stakeholders and conducted classroom observations. When asked if students "have the opportunity to see themselves in the curriculum," 73.33% of staff respondents agreed with the statement, at least most of the time. Staff perceptions differed from the perceptions of other stakeholders. With 46.97% of parents/guardians/caregivers and only 29.29% of students reporting that they see themselves represented in the curriculum, at least most of the time, it was important for the audit team to conduct classroom observations specifically targeted on representation within curriculum. During the observations, diverse representation and encouraging students to see themselves within the curriculum was observed in 54.54% of the classrooms. In order to strengthen this area of growth by successfully incorporating identity within instruction, careful consideration must also be given to examining curriculum for interdisciplinary implications and opportunities. This approach will help teachers to address the concept of Identity within Curriculum by creating conditions during learning for students to express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, "How are we alike and different?" Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.



On the Self-Assessment, Joyce Kilmer scored themselves a 5 out of 10 in Diversity within Curriculum. Strengths were noted in the Self-Assessment through the school's student celebration activities in accordance with the theme: *Celebrate Our Differences: Embrace Your Superpower*. Joyce Kilmer also identified the 4th grade historical fiction club as a strength because student participants are given opportunities to discuss diversity from historical contexts. In addition to the strengths noted in the Self-Assessment, the need to provide opportunities to address diversity within instruction beyond superficial levels in social, cultural, political, and historical contexts was noted as an opportunity for improvement.

In an examination of survey results, the audit team learned that parent/guardian/caregiver and student respondents have perceptions about the implementation of Diversity within Curriculum that are closely aligned with the potential opportunities for growth indicated on the Self-Assessment. When asked if students are provided with opportunities to learn about people who are different from them, 62.12% of parent/guardian/caregiver respondents and 60.00% of students said they do, at least most of the time. Staff respondents, however, were more favorable, with 86.67% reporting that this happens, at least most of the time. The audit team developed further insight into the concept of Diversity within Curriculum during classroom observations. In 54.54% of the classrooms visited, the team noted that teachers orchestrated opportunities for students to learn about their own and other's backgrounds, cultures, and differences. When this was evident, teachers used mentor texts that included diverse figures and characters in ways that helped to illustrate positive contributions to their communities.

The audit team gained additional insight into efforts to improve Diversity within Curriculum at Joyce Kilmer through focus group discussions. Staff members who participated in the focus group discussions shared that staff attended a professional development on the subject of multiculturalism. As a result of that opportunity, staff members worked collectively to examine the existing curriculum and materials for evidence of representation of different cultures. They also identified patterns in texts that were used across grade bands so that more informed decisions about books could be made to ensure meaningful supplements to the curriculum to address diversity and representation. When diversity is included in instruction, curiosity, empathy, respect, and understanding for others allows students to develop an understanding and appreciation of unique differences in others. In addition, diversity helps to build 21st century skills in students such as critical thinking, communication, and problem solving. As staff from Joyce Kilmer continue efforts to improve curriculum diversity, the audit team invites Joyce Kilmer to consider extending diversity in ways that have interdisciplinary implications (beyond ELA classrooms), and enhancing classroom spaces, with particular attention to classroom libraries, so that diverse representations of characters, authors and topics are included.



Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, Joyce Kilmer scored themselves a 4 out of 10 in Justice noting strengths in the use of morning meetings and diverse texts during monthly themes (i.e., Black History Month and Women’s History Month). Potential opportunities for improvement were identified as providing opportunities for students to discuss issues about unfairness and injustice, providing opportunities for students to identify and analyze the harmful impact of discrimination, and providing opportunities for students to speak openly about power and privilege while recognizing its’ impact.

The subject of Justice within Curriculum is a concept that allows students to examine social constructs of oppression and its’ impact on individuals and society at large. In a review of survey results from stakeholders, 40.91% of parent/guardian/caregiver respondents, 66.67% of staff respondents, and 65.35% of student respondents reported that students are taught concepts around justice and injustice, at least most of the time. The student question was worded in a way that they are taught about ways people are treated fairly and unfairly. The audit team gained further insight into this concept through focus group discussions with stakeholders and staff. Participants shared that despite the district’s focus on diversity, equity and inclusion, staff do not feel adequately trained to engage students in conversations about justice in developmentally appropriate ways. They also expressed a desire to have support from administration when they do engage in discussions about justice with students during instruction.

When the audit team visited classrooms to observe how teachers incorporate justice in the classroom, they did not see evidence of learning opportunities that allowed students to examine subjects related to injustice and the oppression of others.

Although survey responses showed a stronger belief that students are taught concepts of justice and injustice, the classroom observations and focus group discussions did not confirm this belief; in fact, very different information was shared with the audit team. During focus group discussion, the audit team heard that many staff choose not to engage in conversations with students about this concept because there is a fear of repercussions (e.g., reprimand or potential termination of employment) if a student or parent/guardian/caregiver becomes offended by the topic discussed. In order to address concepts of justice within the classroom, careful consideration must be given to professional development opportunities for teachers to strengthen their cultural awareness and cultural competence. It is also important to consider professional development opportunities in the area of culturally responsive teaching/pedagogy so that teachers are prepared with strategies that will prove to be instrumental in strengthening their ability to engage students in discussions that are developmentally appropriate and meaningful to them.



Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Joyce Kilmer scored themselves a 4 out of 10 in Action within Curriculum noting strengths in their character education program, morning meetings and the school's theme. Also on the Self-Assessment, opportunities for improvement were noted as developing an approach to address sensitive topics such as diversity and bias in a meaningful and respectful way in the classroom, encouraging students to understand and move toward empathy rather than sympathy for those who are mistreated, and orchestrating opportunities for students to acknowledge their responsibility to move toward action.

In a review of survey results related to Action within Curriculum, the responses were consistent with opportunities for improvement identified in the Self-Assessment. In the adult survey, only 36.37% of parent/guardian/caregiver/respondents agreed that students are empowered to take action around justice, equity, diversity, and inclusion issues, at least most of the time. Responses were slightly higher with 53.33% of staff reporting this to be true and students reported an even higher percentage, with 69.01% reporting that they are taught how to stand up for people who are being mistreated. It should be noted that the word choice for the questions is slightly different to be age-appropriate. This difference in wording for the question is simply one example of how JEDI work can be shared in a way that is developmentally appropriate for all ages and, simply put, supports students with skills to be more respectful adults.

When the audit team conducted classroom observations, there was no evidence of learning opportunities that engaged students in discussions that empowered them to take collective action against injustice. Since Joyce Kilmer staff identified their character education program as a strength in the concept of Action within Curriculum, it is important to extend momentum in this work by examining the curriculum and finding ways to align concepts in ways that have interdisciplinary implications. In this way, students will be able to make natural connections that transcend topics being discussed. This will also allow students to examine and apply concepts that they are learning to their lives in meaningful and impactful ways.

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity audit process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.



On the Self-Assessment, Joyce Kilmer scored themselves a 4 out of 10 in Teacher Leadership. The Self-Assessment identified strengths of Joyce Kilmer's Teacher Leadership being that members of staff are provided the opportunity to participate in Professional Development Days that are offered twice during the year – one that is district-directed in the fall and the other that is self-selected in the winter. The Self-Assessment also discussed the collaborative approach to sharing resources. Opportunities for improvement were also noted, such as wanting more teacher choice with in-district professional development, support from outside experts being needed, and a desire for more explicit instruction within the DEI/JEDI space.

As educators, professional development and continuous learning is critical, especially in the areas of social justice. In both the surveys and focus group discussions, many staff shared the desire for more learning and opportunities to better understand how DEI/JEDI work can be best incorporated into the classroom environment, both within the culture and curriculum.

Modeling the behaviors expected of students, such as speaking up against discriminatory behaviors, is critical. When considering whether staff members are open-minded and aware of biases, as well as whether they are speaking up and responding to prejudicial behaviors and actions, it was reported in the surveys that 53.03% of parents/guardians/caregivers and 80% of staff members feel that staff are aware of biases, at least most of the time. However, 24.24% of parents/guardians/caregivers and 66.67% of staff members feel that staff speak up when witnessing acts of discrimination, at least most of the time. Even more interesting, in considering whether community members are open-minded and aware of biases, and whether they speak up against discriminatory behaviors, 37.88% of parents/guardians/caregivers and 60% of staff reported that adults in the community are aware of biases, at least most of the time. Similar to the perception surrounding staff members, the number of people who believe adults step in when being exposed to discriminatory behavior drops, with 28.79% of parents/guardians/caregivers and 53.33% of staff reported that adults in the community speak up when witnessing acts of discrimination, at least most of the time. It is important to note that the responses of "I don't know" were high across all four of these questions.

Teachers and administrators from Joyce Kilmer have expressed a desire to engage in JEDI work. However, during conversations with teachers, there are concerns around potential backlash that could occur and the implications of doing this work 'wrong'. This further supports the need for strong training with clear expectations and support of the teachers when implementing curriculum and instruction through the lens of DEI. Based on the information from focus group discussions, DEI/JEDI work is supported by the majority of staff members as a valuable tool to connect with all students. This will be discussed further in the District Equity Audit Report of Findings.



Representation

Within Representation, there are five main concepts that are examined during the equity audit process: cross-representation in staff, classroom materials, and books going beyond superficial and non-stereotypical manners, as well as barriers to access, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, Joyce Kilmer scored themselves a 3 out of 10 in Representation, noting the use of picture books and mentor texts in the Language Arts classrooms, exploring how to diversify hiring practices, and having a diversity consultant as strengths. More purposeful identification and implementation of diverse resources across content areas and a continued focus on hiring a diverse staff were shared as opportunities for improvement.

When it comes to Representation, one of the most visually noticeable areas is cross-representation in staff. The student survey results reflect that there is a perceived lack of cross-representation at Joyce Kilmer, with only 28.17% of students answering that they see adults who look like them at school, at least most of the time. Joyce Kilmer seems aware of the lack of cross-representation with the Self-Assessment rating for Representation and noted opportunities for improvement, mentioning intentional hiring as a way to improve. Further looking at data, all but one staff member self-identified as white and all but one staff member self-identified as female. This appearance of homogeneity has the possibility of alienating students from diverse backgrounds. Cross-representation creates trust and sense of emotional safety with students when they can see themselves reflected by the adults around them as role models. It is important to note that only 15 staff members responded to the survey and there are over 30 teachers reported to work at Joyce Kilmer, meaning there was less than 50% participation.

One area of strength highlighted in Joyce Kilmer's Self-Assessment was the use of picture books and mentor texts to be inclusive of different cultures and identities represented by the student body. During the focus group interviews, it was shared that there are several different ways classrooms are integrating the identities of their students into the materials. Examples given included monthly ELA reading opportunities that address different identities seen throughout the school and using multicultural texts for lesson planning and implementation. The Self-Assessment also referred to the inclusion of many identities throughout the district. However, noting the rating of a 3, the school is aware of changes that need to be made to improve upon the representation of all students.

Equitable access to learning spaces and opportunities is an important aspect of reaching all students, and barriers to access can be caused by physical, social, or academic limitations. A comment made by a parent, "Handicap accessible is not the same as handicap-friendly," is an impactful way to sum up the experiences of



individuals facing physical limitations. There was another comment made in the survey by a staff member that reported fire alarms not having flashing lights for hearing-impaired individuals. Another concern expressed shared that some rooms in the building do not have telephone access in case of emergency. Access to technology was also expressed as a concern during the focus group interviews, where language assistance programs and at-home internet connection were referenced as an accessibility factor that is currently being remedied.

The final concept considered in representation is disproportionality in discipline. Based on the Incident Ethnic Count Report for Joyce Kilmer provided by the district, all reported incidents between September of 2022 and January of 2023 involved solely male students. This points toward disproportionality. Similarly, as mentioned earlier in Classroom Culture, the audit team witnessed boys being reprimanded more quickly than girls during classroom observations. Discipline from a values-based approach, meeting students where they are at, and using each situation as a restorative opportunity is a strong approach that addresses the root of the behavior instead of simply curbing it temporarily.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity audit process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Joyce Kilmer scored themselves a 5 out of 10 in Overall Experience, noting a strength surrounding the inclusion of self-contained students in multiple aspects of the school day. One opportunity for improvement mentioned in the Self-Assessment was implementing a JEDI mindset as part of a decision-making process from an administrative level.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 62.12% of parents/guardians/caregivers and 73.33% of staff reported that the Board of Education makes decisions regarding inclusivity work that they agree with, at least most of the time. When looking more broadly to assess whether adult stakeholders believe the Board makes decisions that uphold all students, the respondents were slightly more favorable, with 66.66% of parents/guardians/caregivers and 93.33% of staff members reporting this to be true, at least most of the time.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect stakeholders to 'buy-in' to the concept. By having more explicit conversations around JEDI theory and philosophy, the lines of communication are more open, and, ultimately, lead to more buy-in.



Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the audit team identified the following consistencies and inconsistencies with the perceptions of stakeholders within Joyce Kilmer School.

Within Classroom Culture, Joyce Kilmer demonstrated minimal representations of cultural experience during the classroom visits, having limited representations of the diverse student population displayed throughout the school. Social-emotional safety was highlighted during the audit process, with self-regulation opportunities such as reflection spaces and the Zen Den available to all students. Within discipline, students reported being aware of the rules and expectations; however, parents/guardians/caregivers and staff were not as optimistic when it came to the application of discipline, with lower percentages reporting discipline as fair.

When looking closer at Family & Community Engagement, the audit team found that not everyone feels able to engage in productive discord, and parents/guardians/caregivers reported feeling as though there was a lack of connection and community building among Joyce Kilmer families.

Within Instruction, differentiated learning was observed in the classrooms with flexible groups and WINN activities available for students to make decisions about their learning experiences. There was a discrepancy seen when considering survey data for opportunities of collaboration. With both adult groups (parents/guardians/caregivers and staff) being similar and student perceptions being different, classroom observation more closely aligned with the student perception. It is important to note the difference between cooperative/collaborative learning and learning in groups.

Teacher leadership was reported as a 4/10 on the Self-Assessment. Professional development opportunities are provided, although focus groups revealed that not all staff feel that the trainings necessarily align with what is needed. Staff reported that explicit resources to discuss how to respond to prejudicial behaviors would be beneficial, and there was an expressed interest in having more opportunity for participation in professional development opportunities outside of the school district. The staff reported feeling as though more effort needs to be placed on seeing opportunities through the lens of equity.

Joyce Kilmer rated themselves a 3/10 in Representation, which matched the observed homogeneity among the staff. Student discipline records also showed disproportionality, with all recorded disciplinary events for the school involving male students. Equitable access to learning spaces also had opportunities for improvement present, with language assistance programs requiring at-home internet access to utilize.

Overall, there were many strengths as well as opportunities for improvement noted by the audit team while reviewing data from Joyce Kilmer. The following section is a



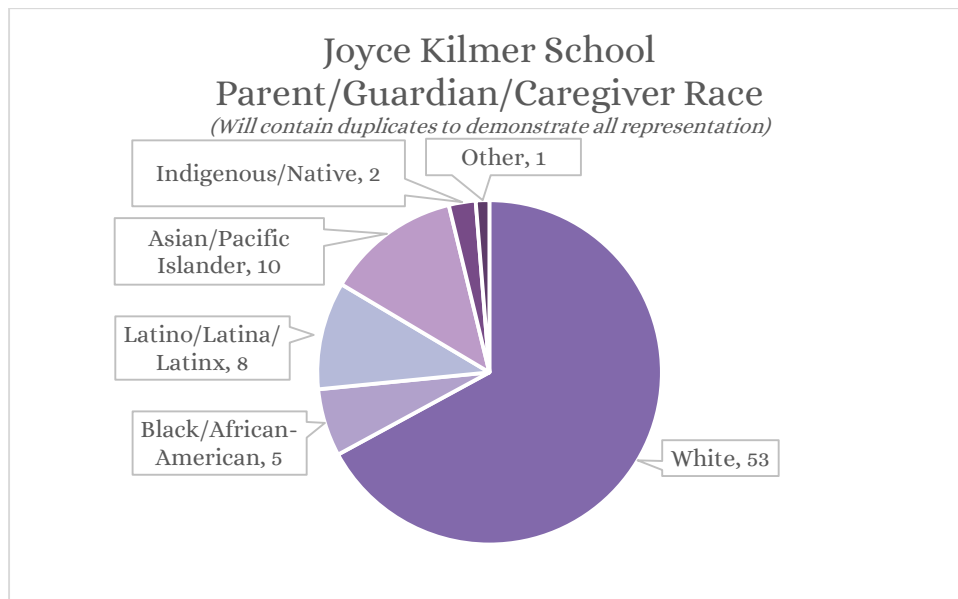
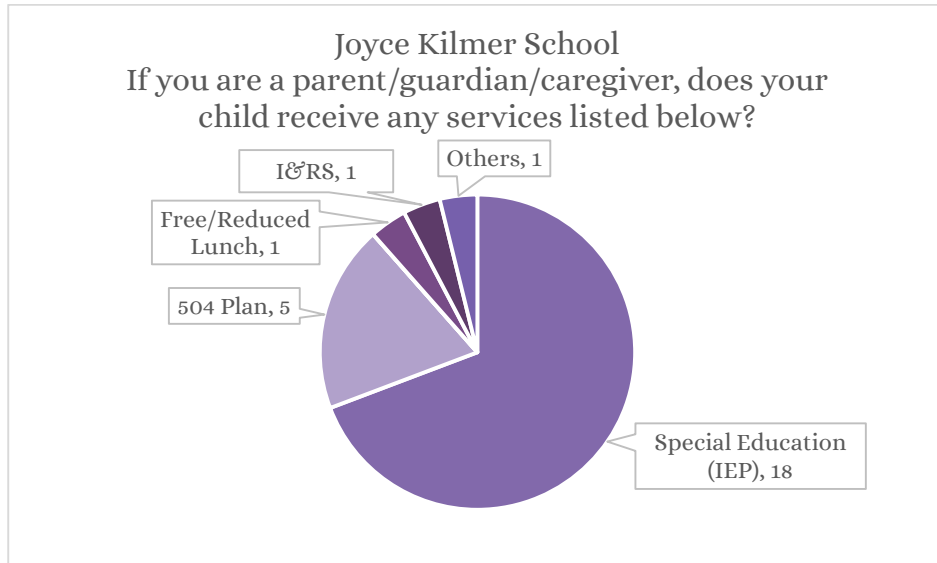
compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Joyce Kilmer School. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

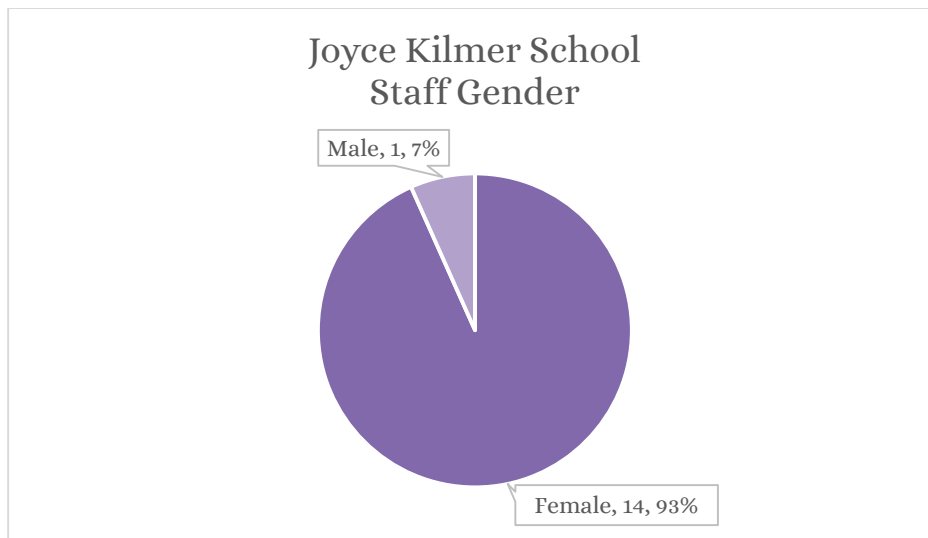
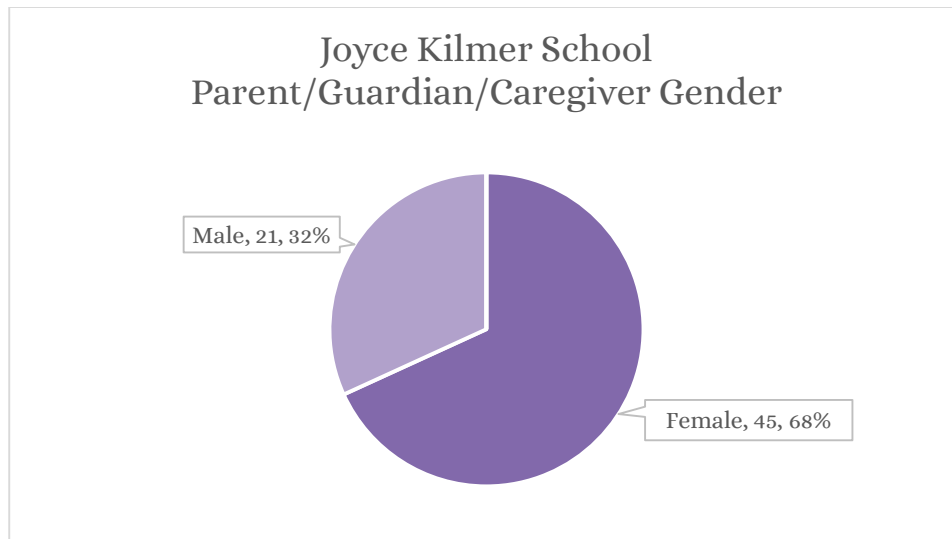
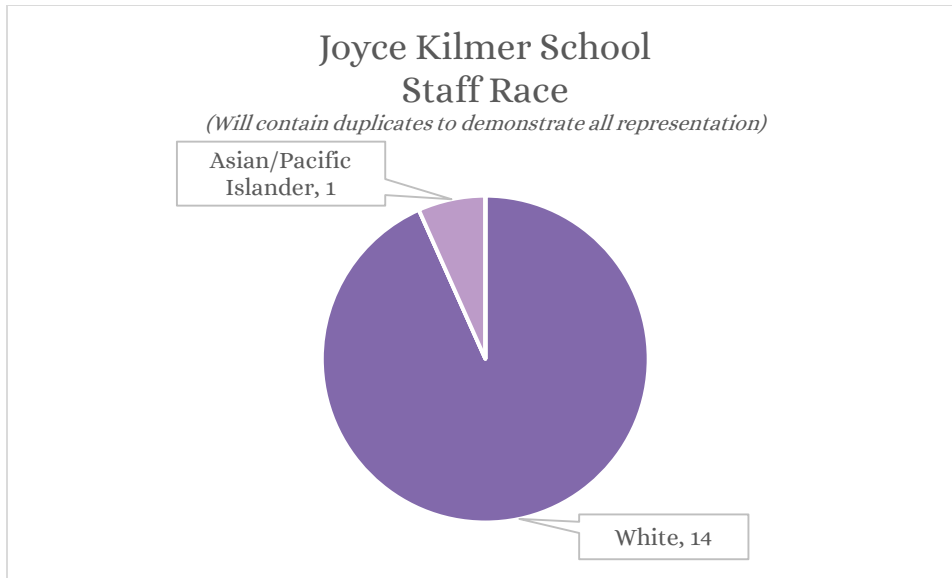


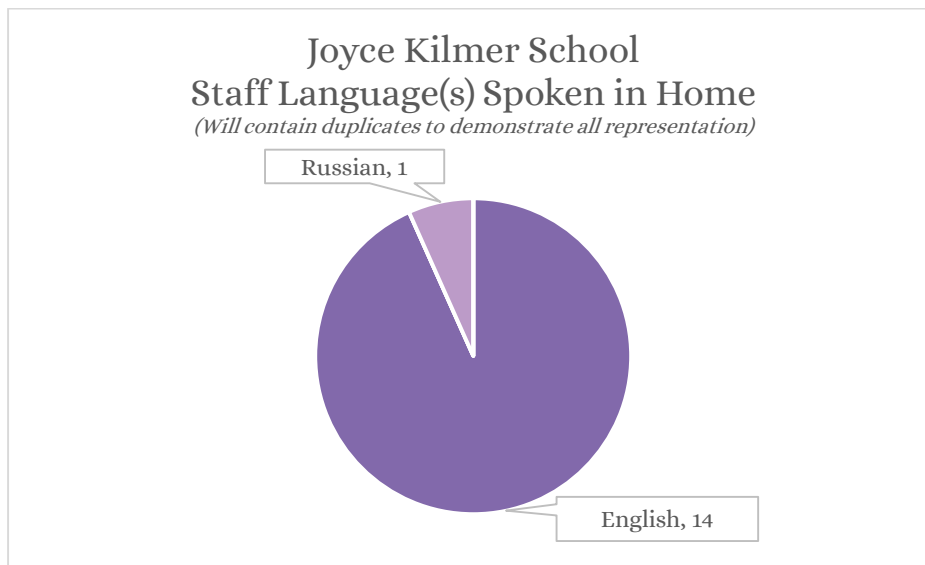
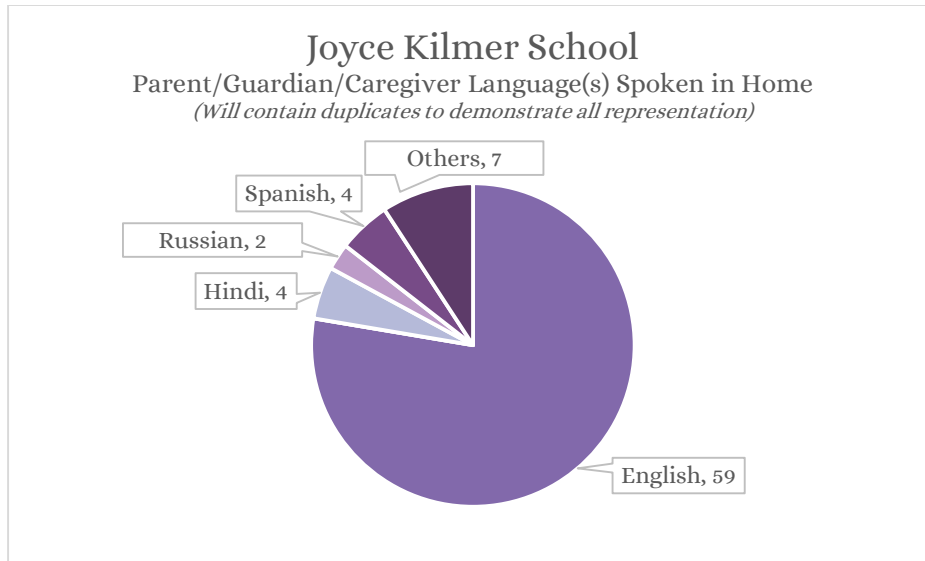
Mahwah Township Public Schools Joyce Kilmer School Adult Survey

Parent/Guardian/Caregiver Survey Respondents: 66

Staff Survey Respondents: 15

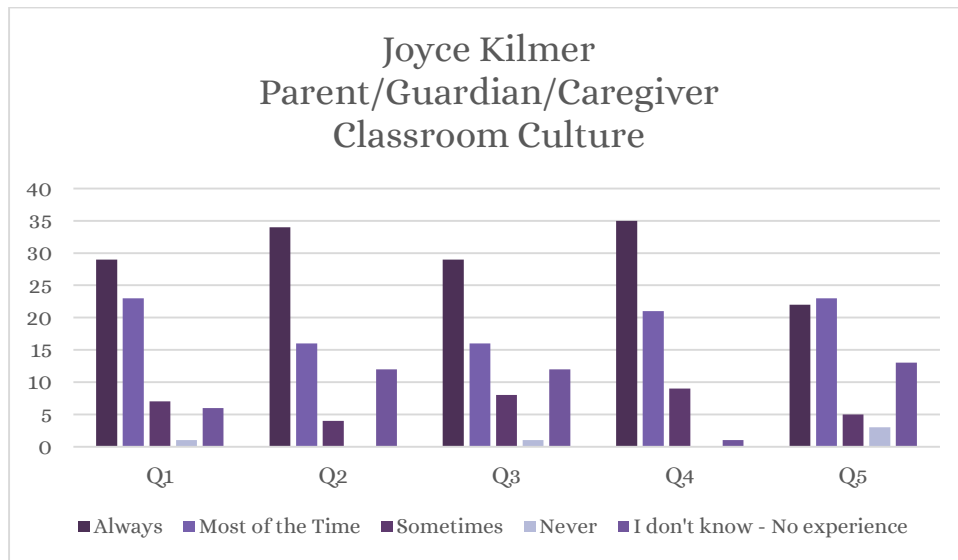






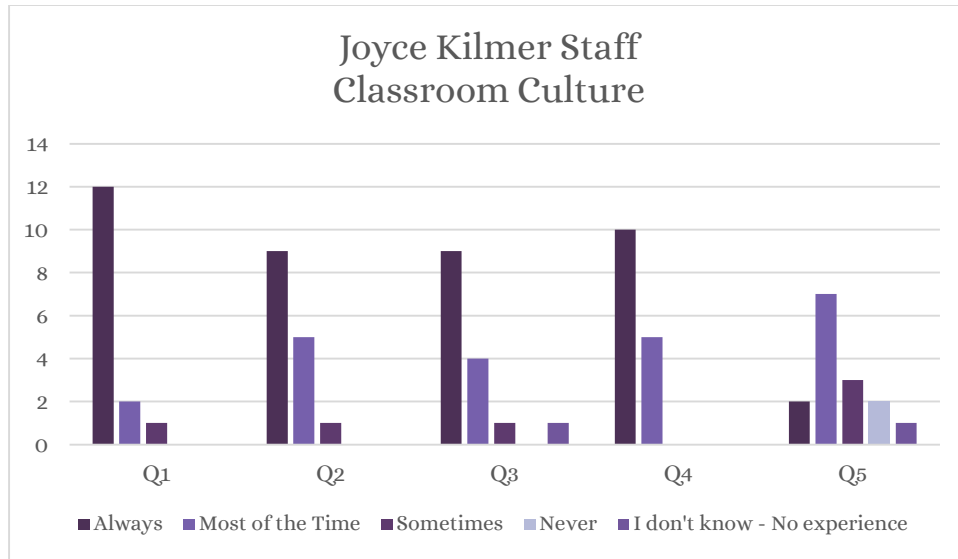
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



Section 1	Q1	Q2	Q3	Q4	Q5
Always	43.94%	51.52%	43.94%	53.03%	33.33%
Most of the Time	34.85%	24.24%	24.24%	31.82%	34.85%
Sometimes	10.61%	6.06%	12.12%	13.64%	7.58%
Never	1.52%	0.00%	1.52%	0.00%	4.55%
I don't know - No experience	9.09%	18.18%	18.18%	1.52%	19.70%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	80.00%	60.00%	60.00%	66.67%	13.33%
Most of the Time	13.33%	33.33%	26.67%	33.33%	46.67%
Sometimes	6.67%	6.67%	6.67%	0.00%	20.00%
Never	0.00%	0.00%	0.00%	0.00%	13.33%
I don't know - No experience	0.00%	0.00%	6.67%	0.00%	6.67%

Section 1 Comments:

As a parent, I feel the culture of [redacted school name] is conducive to learning and a safe place for my daughter to express herself.

As far as the value of all children and how they feel about sharing their thoughts and opinions, most of the time they feel valued. But when they speak up about their faith in Jesus as a Christian, they have been told not to talk about that. Therefore, their opinions and thoughts really don't matter, and they don't feel valued. The district is trying its best to include all races and lifestyles (how people identify), and it is pushing various agendas upon my children, but my children can't mention the name of Jesus and their beliefs about Him. Who they are and what they value has everything to do with what they believe

Guidance counselors have been amazing at helping our students navigate any issues they may have. There are times it feels as if rude or inappropriate behavior from students to other students is difficult to manage.

[Redacted school name] is a difficult adjustment for students - then pack on Covid implications. With mental health challenges on the rise, we need to put more resources/support towards school counselors.

My daughter has hearing aids and the classrooms are sometimes very hard to hear in. They are very loud. No just the voices but they have a echo. My daughter had a horrible year last year and nothing was done. She sat by herself most of the year and no one helped. She withdrew and lost herself and it took me all summer to get her back to her normal self.

My daughter is new to her school and has been there for 3 months. We don't know much about the school Yet.

Sitting long periods of time is challenging for some students. Flex seating was provided in lower schools and would benefit some students to listening and learning for long times.

Thanks [redacted school name] and all Mahwah school for being so supportive and caring towards children. Your experience in dealing with kids brings best out of them. My experience with the administration , teachers and principal has been always wonderful. Thanks a lot !



These questions are tough to answer from a parent’s perspective. Would probably make more sense to ask parents if they’ve experienced each of these scenarios to be true.

This is largely anecdotal, as I'm an involved parent but most of what I can comment on is based on my child's feedback.

We are very happy with the school, the teachers and all the staff are great with our daughter

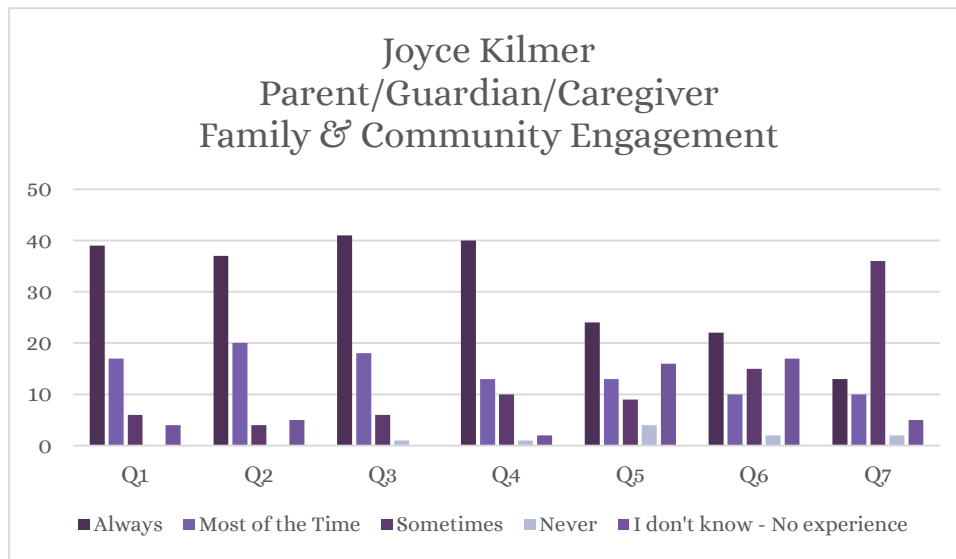
We live in such a divisive society right now, I truly believe that many student behaviors and issues emanate from home. In my opinion, the school can only do so much and cannot express the importance or impact of a student’s home life. I do not envy the school administrators or administrators of the Mahwah school district. I think you are famed if you do and damned if you do not. I just want to say thank you for all you do.

We've had issues with the lunch monitors at [redacted school name]. They seem intent on policing the lunch room as if it were a delinquency zone.

As a para, I utilize the experts when disciplines are needed. I am behooved to share with administration issues and incidents, however, I am not informed of the end result

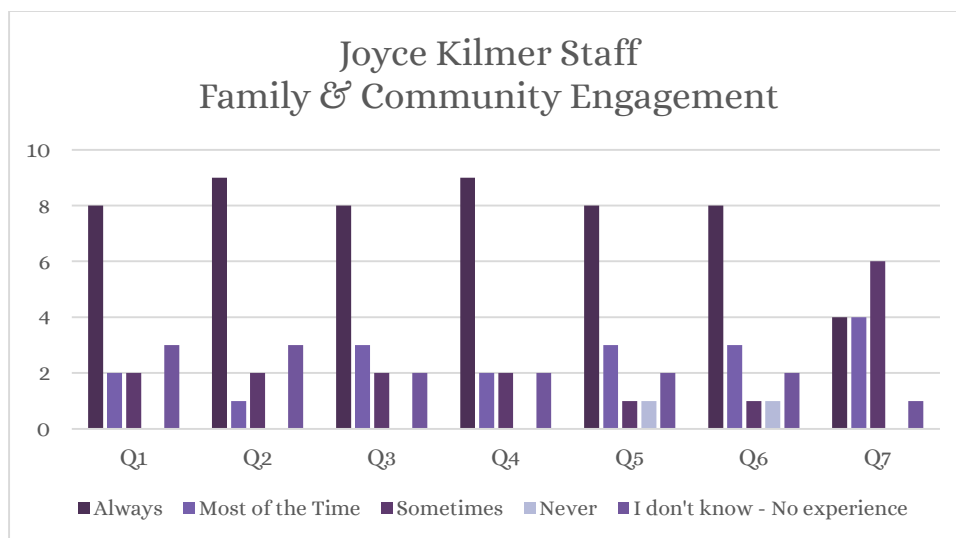
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	59.09%	56.06%	62.12%	60.61%	36.36%	33.33%	19.70%
Most of the Time	25.76%	30.30%	27.27%	19.70%	19.70%	15.15%	15.15%
Sometimes	9.09%	6.06%	9.09%	15.15%	13.64%	22.73%	54.55%
Never	0.00%	0.00%	1.52%	1.52%	6.06%	3.03%	3.03%
I don't know - No experience	6.06%	7.58%	0.00%	3.03%	24.24%	25.76%	7.58%





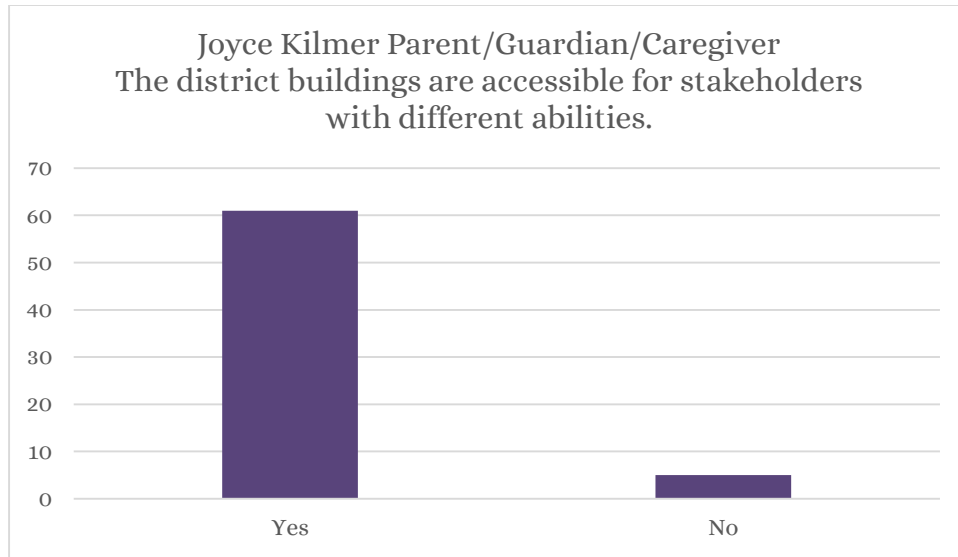
Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	53.33%	60.00%	53.33%	60.00%	53.33%	53.33%	26.67%
Most of the Time	13.33%	6.67%	20.00%	13.33%	20.00%	20.00%	26.67%
Sometimes	13.33%	13.33%	13.33%	13.33%	6.67%	6.67%	40.00%
Never	0.00%	0.00%	0.00%	0.00%	6.67%	6.67%	0.00%
I don't know - No experience	20.00%	20.00%	13.33%	13.33%	13.33%	13.33%	6.67%

Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?
All I can think of is the lunch assistance program. But I feel any time there is a family in need this town is responsive to help.
Aware of the FT Social Worker on Staff. [redacted name]
Classes held my district
Counselors
Don't know
Don't understand this question
Free lunch, counselors
Free reduced lunch, ESL parent classes, Realtime help for parents
Guidance counselors and special education teams are amazing
Guidance counselors, case managers.
Guidance Counselors, School Psychologists
I am not aware of any
I am not sure.
I do not know of any generally but none is needed for my family.
I do not know of any. That being said to the extent there are none, there need to be more and it needs to be more publicized. For instance, I have to seek out students of needs to donate new or gently used clothes that my son grows out of when there are truly family in needs in the school district. It would be much less labor intensive if there was a social worker I could drop the clothes and other items with. I feel terrible about the [redacted name] family and wondered if there were resources families like that and others could reach out to. I for one would be willing to help.
I don't know
I don't know-no experience

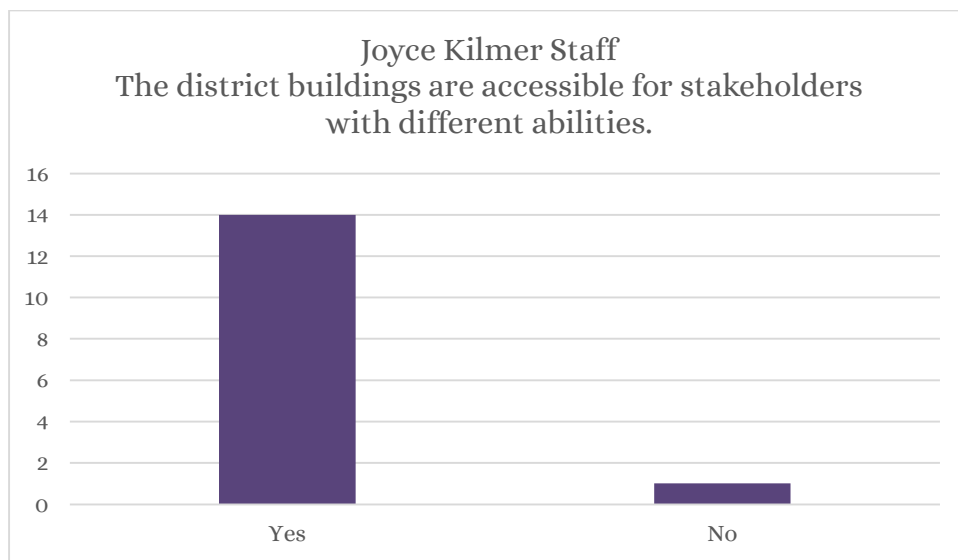


I don't know if there's a formal support system. Fortunately, we find that the Mahwah community itself is very welcoming.
I don't know what this question is asking.
I know there is the Access for call group, but it is not specifically for “families.” Otherwise, I don’t know if any other systems available.
I’ve never looked into financial but I’ve seen emotional support offered
It appears so
No
No aware
No idea
no sure what the questions is- we do have a private therapist for my child to help him socially.
No that I know of
None
Not aware
Not entirely sure how to answer this, but I assume in the event that either circumstance becomes relevant to me that there would be support from the community.
Not needed so I don’t know
Not sure
Not that I am aware of
Not that I can tell
not that i know of.
School counselors
Social worker and nurse available for emotion support and free/reduced lunch for those that need financial support.
The guidance counselors at the school
There is certainly emotional support. The social worker staff is active. Also, [redacted name] always sends SEL/support activities in [redacted name]. Also, the [redacted] organized a drive to donate to a family in the school who had suffered a hardship recently. I know the district provides financial support through free lunch, free summer camp tuition and laptops for students starting [redacted].
Unsure
We have never been in a position to need services so we are not aware of those services
we support ourselves
Yes
Yes, free/reduced lunch; mindfulness activities
Yes, parents are able to communicate with teachers and staff freely
Yes. School support is available to a point on which they are allowed. After information is provided yes sometimes overwhelming and follow up is lost.
Yes. Teachers and staff





Yes	92.42%
No	7.58%



Yes	93.33%
No	6.67%



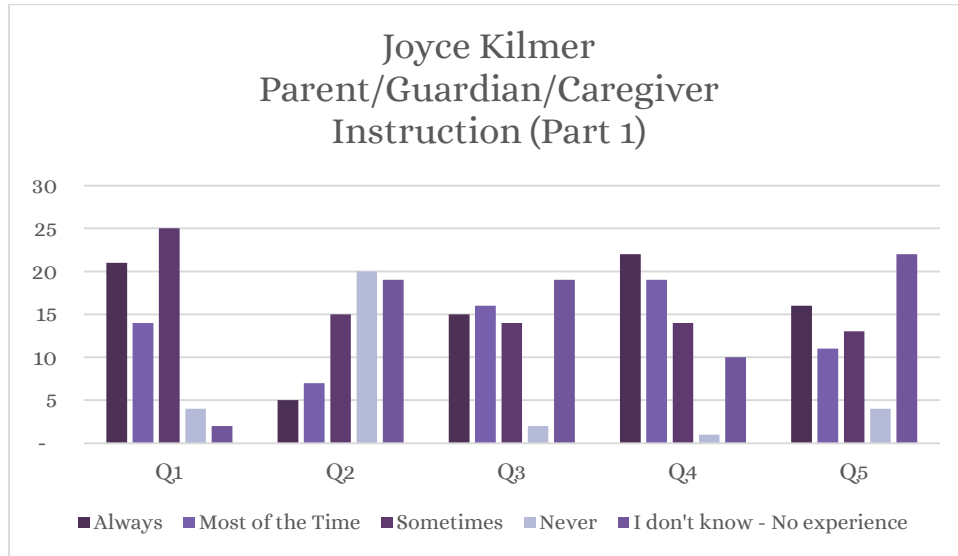
If no to the above question, please provide additional information.
Again, largely anecdotal - I have not had to secure special access but as far as I have been able to observe it would seem that [redacted school name] is accessible for people with different abilities.
Could be better however. Handicap accessible is not the same as handicap friendly.
I do not know
I don't understand this question.
I don't have different abilities, so it's not a fair assessment for me to say whether the schools are equipped for different abilities.
Just feel, that if Mahwah Schools has AP, Honors and regular classes in high school, there should be something for younger students and if students are in "regular classes" for one subject can be put in honors for other etc. This would allow students to get help when needed so to speak and be on their level in general for classes.
When we were told to pick up documents (makeup work for an ill student) on the office counter, we were not allowed to. He ended up suffering consequences because his makeup work was not completed on time. The work was sitting on the counter with his name on it and the teacher asked why we didn't pick it up. Well, we tried but were denied.

Section 2 Comments:
Again, I think these questions are a bit too broad for individual parents to accurately answer.
I participate in district/community when I can. I am sent communications regarding district/community events but it is difficult to participate in them as I do not live in Mahwah. I do know families are encouraged to participate in both community and district.
Questions are vague
The schools try to hard to cater to every feeling. School used to be simple. Some of what goes on in the school now, especially with the new health curriculums and teaching about sexual identity and gender roles makes things so much more confusing and complicated for kids and families



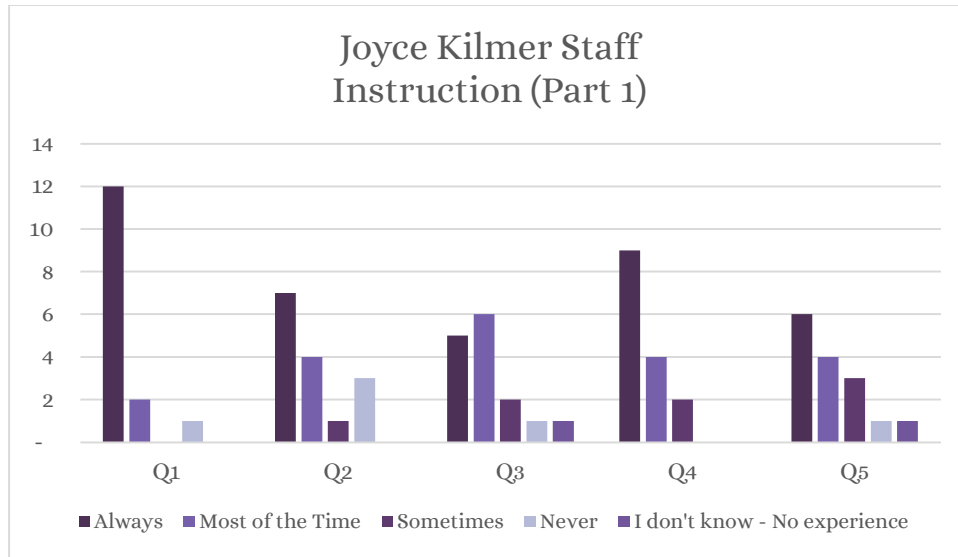
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.



	Q1	Q2	Q3	Q4	Q5
Always	31.82%	7.58%	22.73%	33.33%	24.24%
Most of the Time	21.21%	10.61%	24.24%	28.79%	16.67%
Sometimes	37.88%	22.73%	21.21%	21.21%	19.70%
Never	6.06%	30.30%	3.03%	1.52%	6.06%
I don't know - No experience	3.03%	28.79%	28.79%	15.15%	33.33%



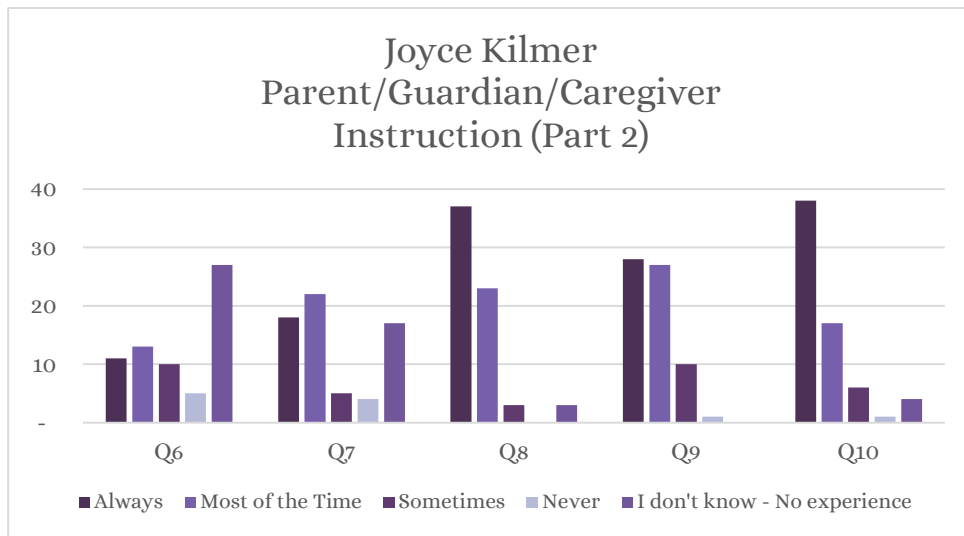


	Q1	Q2	Q3	Q4	Q5
Always	80.00%	46.67%	33.33%	60.00%	40.00%
Most of the Time	13.33%	26.67%	40.00%	26.67%	26.67%
Sometimes	0.00%	6.67%	13.33%	13.33%	20.00%
Never	6.67%	20.00%	6.67%	0.00%	6.67%
I don't know - No experience	0.00%	0.00%	6.67%	0.00%	6.67%



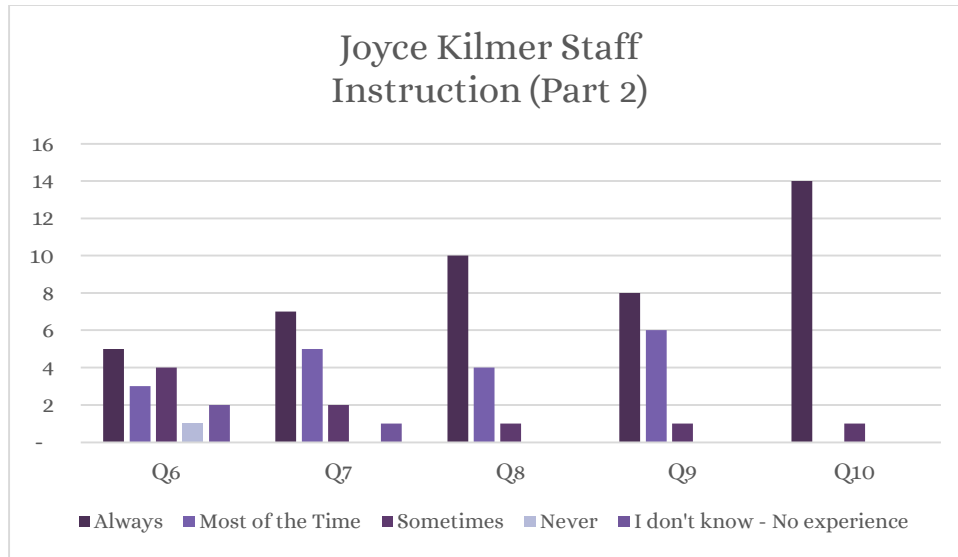
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.



	Q6	Q7	Q8	Q9	Q10
Always	16.67%	27.27%	56.06%	42.42%	57.58%
Most of the Time	19.70%	33.33%	34.85%	40.91%	25.76%
Sometimes	15.15%	7.58%	4.55%	15.15%	9.09%
Never	7.58%	6.06%	0.00%	1.52%	1.52%
I don't know - No experience	40.91%	25.76%	4.55%	0.00%	6.06%





	Q6	Q7	Q8	Q9	Q10
Always	33.33%	46.67%	66.67%	53.33%	93.33%
Most of the Time	20.00%	33.33%	26.67%	40.00%	0.00%
Sometimes	26.67%	13.33%	6.67%	6.67%	6.67%
Never	6.67%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	13.33%	6.67%	0.00%	0.00%	0.00%

Section 3 Comments:

In my limited experience (8 years in the district) this is really the first time that I have been asked to comment on the curriculum, so to that end I have not had the ability to "impact" the subject. As a very busy working parent I have to make certain assumptions that the school's curriculum is in-line with the standards that the state sets forth. My wife and I always speak to our children about school, about what they are learning, but as you can imagine that feedback isn't always very detailed.

It would be great to see more racially inclusive books and authors/presenters brought to the school.

It's hard to ave questionsaround academics at this point in the year

Kids this young should not be given liberties and empowerment like our society feels they need. The adults need to be the adults not the kids.

While I have an opportunity to pull my children out of the new health curriculum, the fact that I don't agree with it won't change the fact that the schools are going to teach it

My role as a para is limited to classroom support and I never concern myself with "impacting" curriculum but working with it and supporting teacher

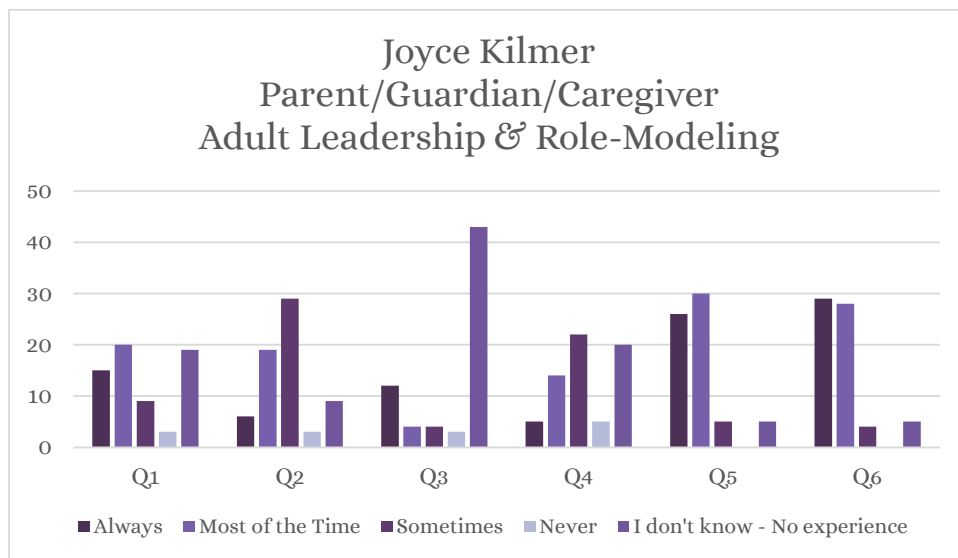
Students should be learning about academics only and the families should be left to teach how they feel appropriate about any and all subject that do not deal directly with academics.

We don't have access to most of this information in detail.



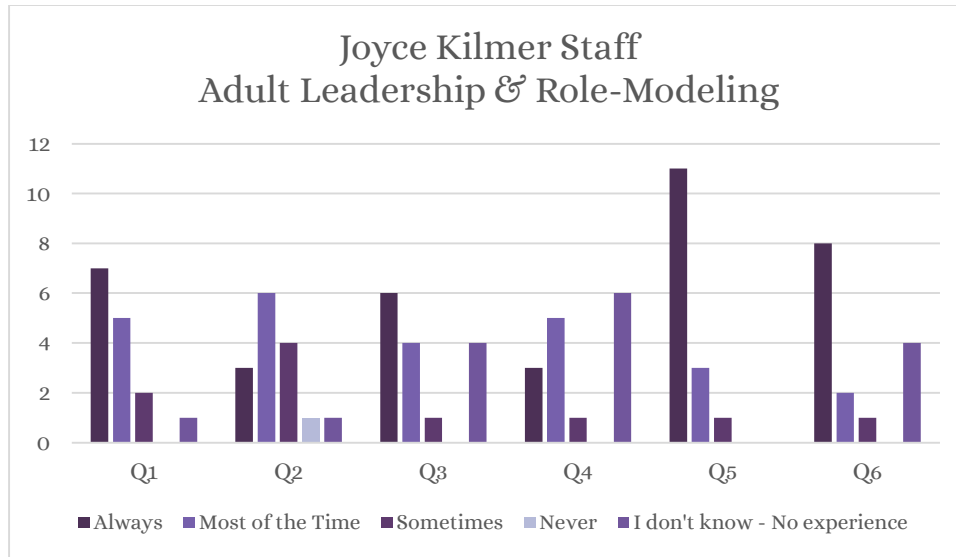
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	22.73%	9.09%	18.18%	7.58%	39.39%	43.94%
Most of the Time	30.30%	28.79%	6.06%	21.21%	45.45%	42.42%
Sometimes	13.64%	43.94%	6.06%	33.33%	7.58%	6.06%
Never	4.55%	4.55%	4.55%	7.58%	0.00%	0.00%
I don't know - No experience	28.79%	13.64%	65.15%	30.30%	7.58%	7.58%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	46.67%	20.00%	40.00%	20.00%	73.33%	53.33%
Most of the Time	33.33%	40.00%	26.67%	33.33%	20.00%	13.33%
Sometimes	13.33%	26.67%	6.67%	6.67%	6.67%	6.67%
Never	0.00%	6.67%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	6.67%	6.67%	26.67%	40.00%	0.00%	26.67%

Section 4 Comments:

Every child/family is important to me and I keep administration in the loop as far as unfairness, etc I can only assume that the teachers stand up for their students when seeing them be wronged.

I feel like certain people are given the right (green light) to share, and feel celebrated. But my children can't talk about their faith in Jesus

I have never felt that the staff was not treating our family any differently than anyone else. These are tough questions for a parent who isn't actually in the school with our kids during the day. My child has not indicated that anyone on staff has anyone treated them unfairly or inappropriately. As far as the community itself, Mahwah parents have certainly not been shy about speaking out regarding issues facing the town or our children so it would seem that this isn't an issue.

In my experience, the staff goes out of their way to be consistent and fair.

It is at times interesting to hear comments made by some of the kids in my kids classes (questions such as "why isn't there a white history month" when talking about black history month at school) and I would hope those types of questions provide opportunities for the teachers to speak more in depth about these issues that are still very much a part of society. Also, would be great to try to connect with parents whose children are asking these types of questions and help us all with more inclusivity/diversity.

I've heard of threats of (and deployment of) silent lunches as a disciplinary action. That seems extremely insensitive to students who spend their mornings in structured learning experiences and then feel compelled to bond with their peers in one of the few unstructured times they have during the school day. That does not seem like fair treatment of the students.

My child has all he needs to be successful and excels academically but I believe some parents pile on and do not deal with the facts when some children struggle academically or behaviorally and that does not help. I encourage my son to leverage such opportunities to demonstrate kindness and develop leadership. As an attorney I certainly do everything in my power to help him to make rationale decisions based on facts.

My child was separated from friends at lunch for not behaving in line and was out at a table of the opposite gender (as instructed by an adult) and the adult told the students to talk about gender typical topics that



would make my child feel uncomfortable. I didn't feel the need to report this and had a discussion with my child about how the adult did not handle the punishment in a mature way.

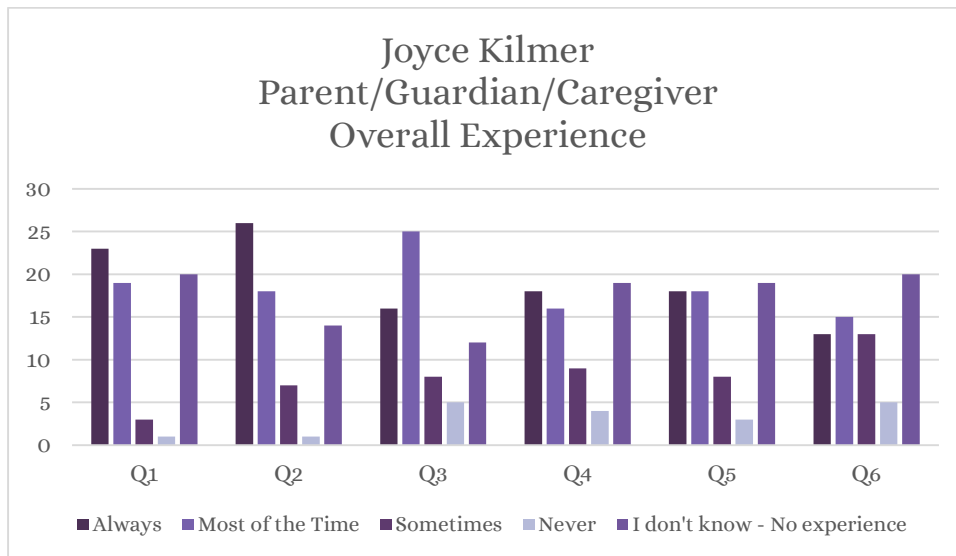
Staff have lumped all students into punishments when inappropriate and could use a separation of who is causing issues vs the whole class/grade being effected.

Students are there to learn, not to be turned into political justice seekers. They should be taught to question and think critically by learning all the facts instead of opinions held by their instructor.

Students start to experience bullying at this age. This is a critical transition period where differences are called out as being bad.

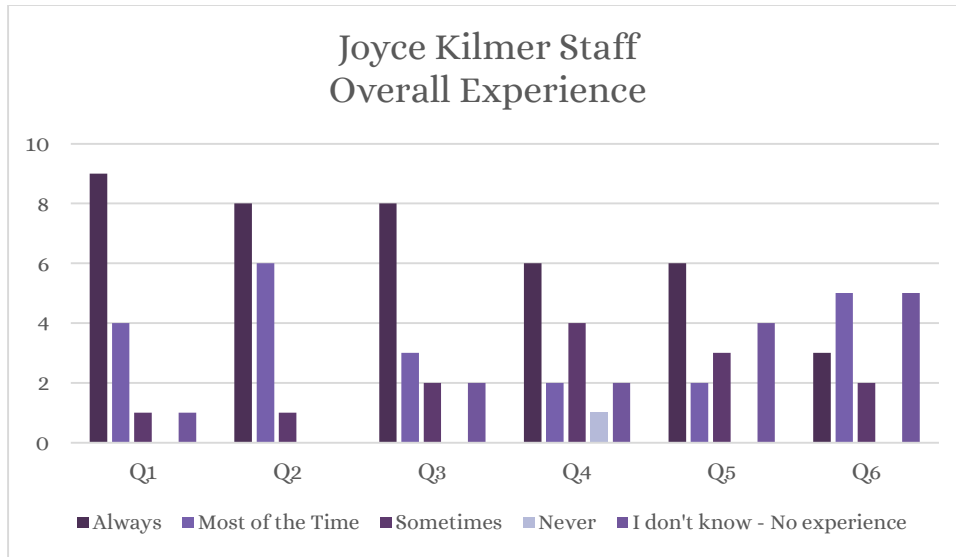
Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	34.85%	39.39%	24.24%	27.27%	27.27%	19.70%
Most of the Time	28.79%	27.27%	37.88%	24.24%	27.27%	22.73%
Sometimes	4.55%	10.61%	12.12%	13.64%	12.12%	19.70%
Never	1.52%	1.52%	7.58%	6.06%	4.55%	7.58%
I don't know - No experience	30.30%	21.21%	18.18%	28.79%	28.79%	30.30%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	60.00%	53.33%	53.33%	40.00%	40.00%	20.00%
Most of the Time	26.67%	40.00%	20.00%	13.33%	13.33%	33.33%
Sometimes	6.67%	6.67%	13.33%	26.67%	20.00%	13.33%
Never	0.00%	0.00%	0.00%	6.67%	0.00%	0.00%
I don't know - No experience	6.67%	0.00%	13.33%	13.33%	26.67%	33.33%

Section 5 Comments:

[Redacted name] is in a precarious position as [redacted] in a white district; not given the benefit of the doubt and many parents automatically make assumptions that [redacted] has an agenda which is not fair.

I do not agree with the teaching and actions the school has taken toward sexual/gender identity and gender roles. School have absolutely no right teaching subjects to children. The schools attempt to teach these subjects, that should only be taught at home, bring so much confusion to young minds.

I personally think this survey was a waste of tax payer money. If you actually ask most of the students, they will tell you they are treated fairly. If there is bullying is it not based on the color or difference in a child. Lets spend our money more wisely on our kids education instead.

I see more effort from the school versus the community regarding equity/inclusion.

I'm concerned that the town elected an individual to the Board of Education who ran on a parents-rights/anti-woke agenda. Hopefully his voice won't be heard too loudly.

Listen, the school communicates well with parents but I cannot recall if diversity and inclusion have ever been specifically called out prior to this survey. Personally, I have had no reason to question that our district is not diverse or inclusive - my kids haven't shared any examples and I haven't heard of anything specific. As far as the topic overall - my opinion is pretty straight forward; I look to the school system to provide my children with foundational education. My wife and I teach our children what is right and wrong and that includes understanding the value of diversity and being inclusive of everyone, not matter what. I'm ok with the school addressing this at a high-level, but I cannot stress the importance of the parents in this equation. If I'm being honest...the parents probably need diversity and inclusion training, not the school staff...

Lots of parents in the district are close minded, which trickles down to their children.



Merit should be earned, not given. Schools should spend more time on math and science than equity and inclusion, because they are creating problems for the children that they are not mature enough to make sense of and that didn't exist in the first place.

Some of the actions by the school and community I do not agree with

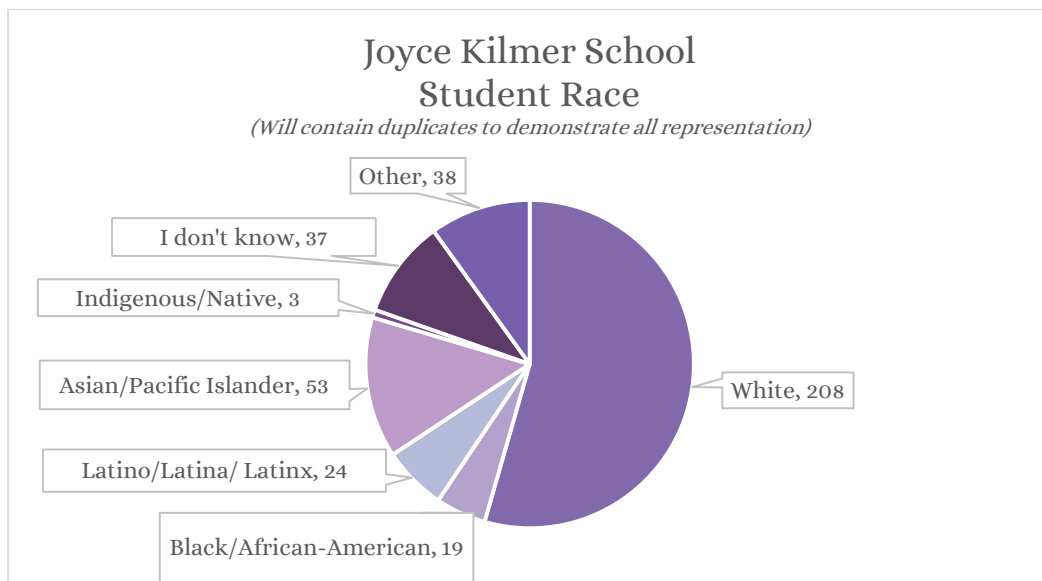
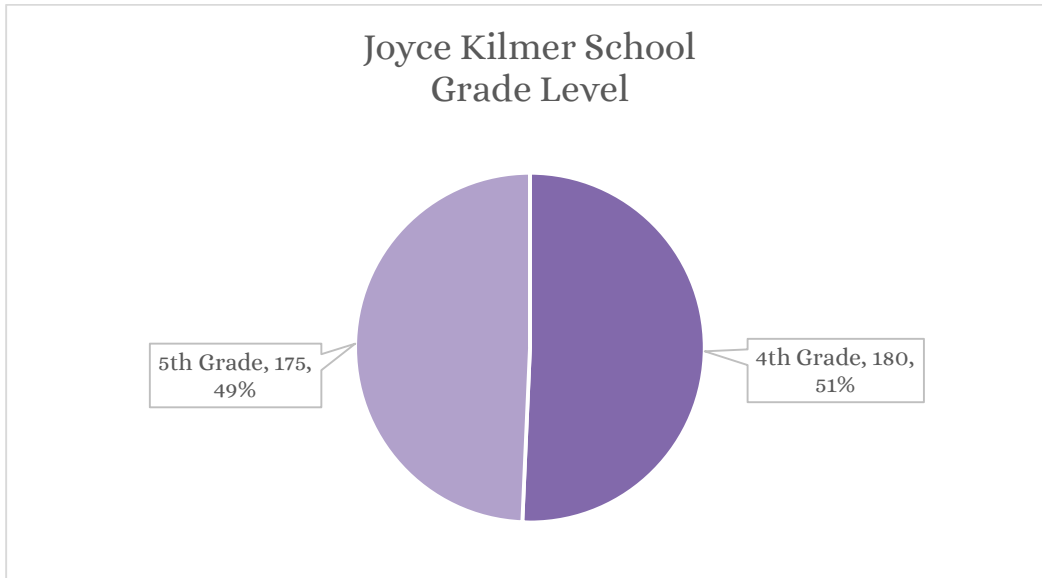
There seems to be a hostility when it comes to conversations about equity and inclusion by many parents within the school district and I do not know why that is.

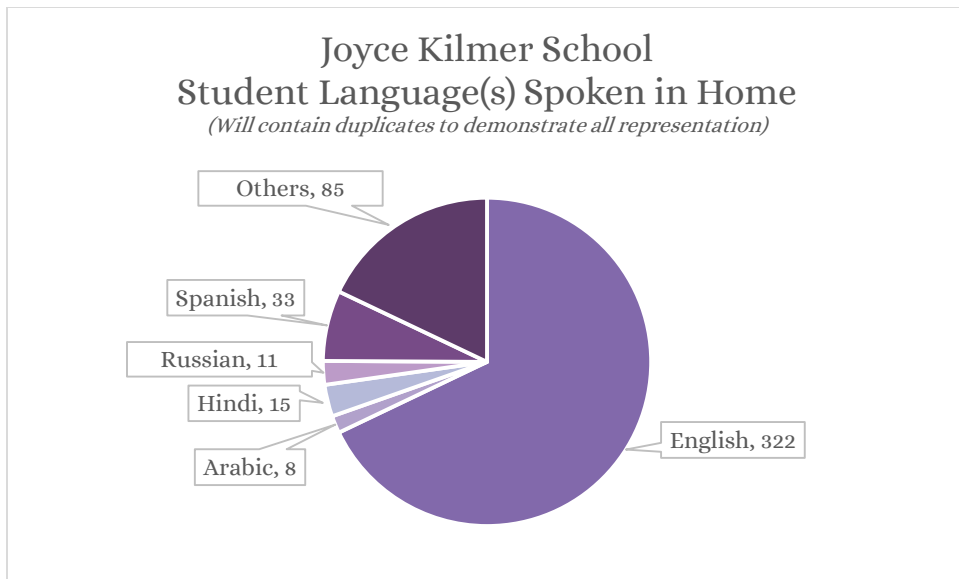
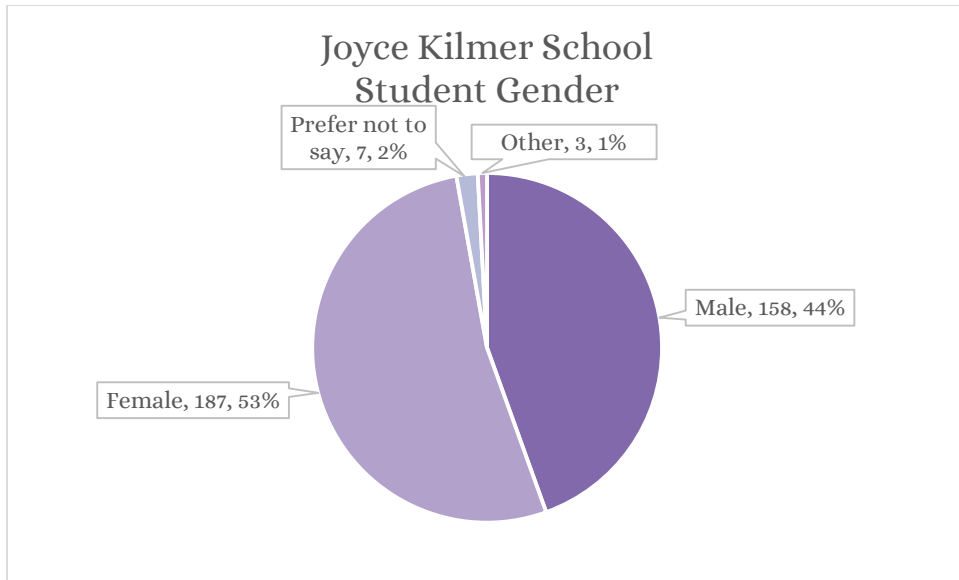
This last question referring to the community, if that means the entire town of Mahwah, I can't answer it. I feel as a school district our job is to educate all of our students in a way that best works for them in an environment where they feel safe and accepted.



Mahwah Township Public Schools Joyce Kilmer School Student Survey

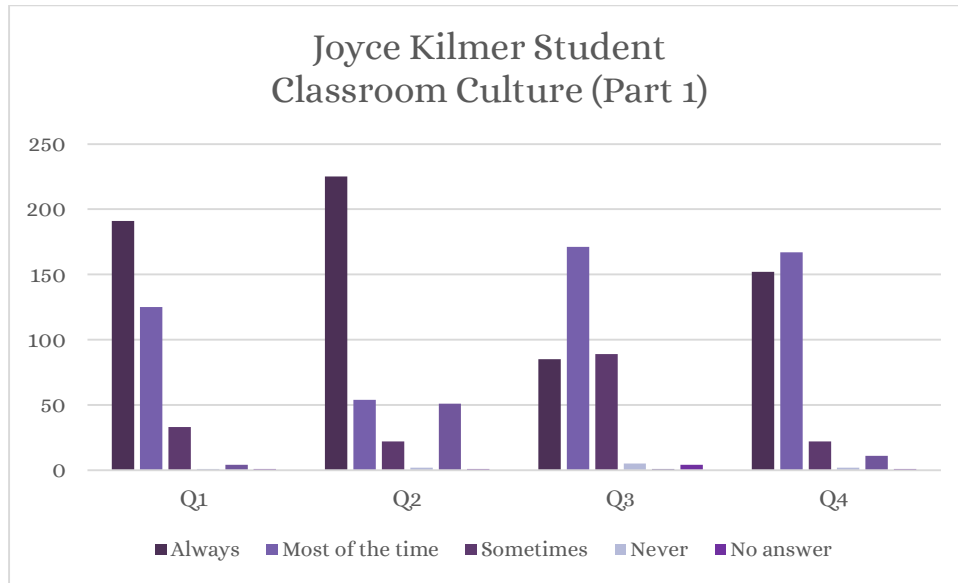
Student Survey Respondents: 355





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Other students are nice to me.
- Q4: I do well in my classroom/school.

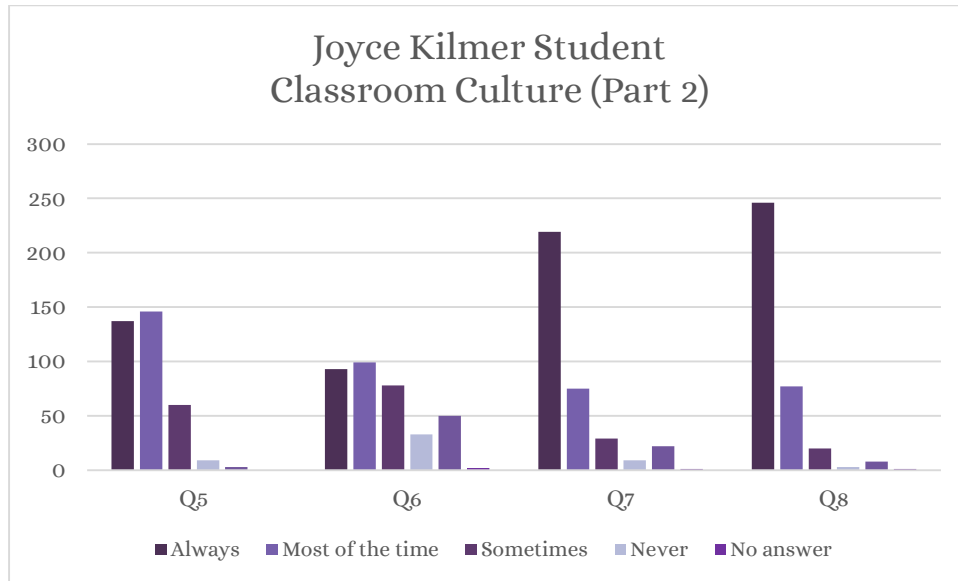


	Q1	Q2	Q3	Q4
Always	53.80%	63.38%	23.94%	42.82%
Most of the time	35.21%	15.21%	48.17%	47.04%
Sometimes	9.30%	6.20%	25.07%	6.20%
Never	0.28%	0.56%	1.41%	0.56%
I don't know	1.13%	14.37%	0.28%	3.10%
No answer	0.28%	0.28%	1.13%	0.28%



Section 1b: Classroom Culture - Questions and Responses

- Q5: I feel good about myself.
- Q6: I can share how I am feeling with other students without being made fun of.
- Q7: I am safe in my school.
- Q8: I know the school rules and what will happen if I don't follow the rules.



	Q5	Q6	Q7	Q8
Always	38.59%	26.20%	61.69%	69.30%
Most of the time	41.13%	27.89%	21.13%	21.69%
Sometimes	16.90%	21.97%	8.17%	5.63%
Never	2.54%	9.30%	2.54%	0.85%
I don't know	0.85%	14.08%	6.20%	2.25%
No answer	0.00%	0.56%	0.28%	0.28%

Section 1 Other Ideas:
I was late for school and the all the teachers helped me get back in track.
be nice to people
have any problems with your classmates
how do you feel about your friends
how do you treat your friends in a good way
How good are the School lunches
How the lunch teachers and every teacher is to you.
I do not have anything else I would like to share.
I feel like there should be some more social opportunities. Being with my friends all day and not being able to interact with them is hard for me.
I feel the paras at lunch like the girls more.
I hate school but somtimes its fun!
I have figured out just in general that girls are favored more than boys and i just wanted to adres that.
i have two moms it says dad and mom and i silllly

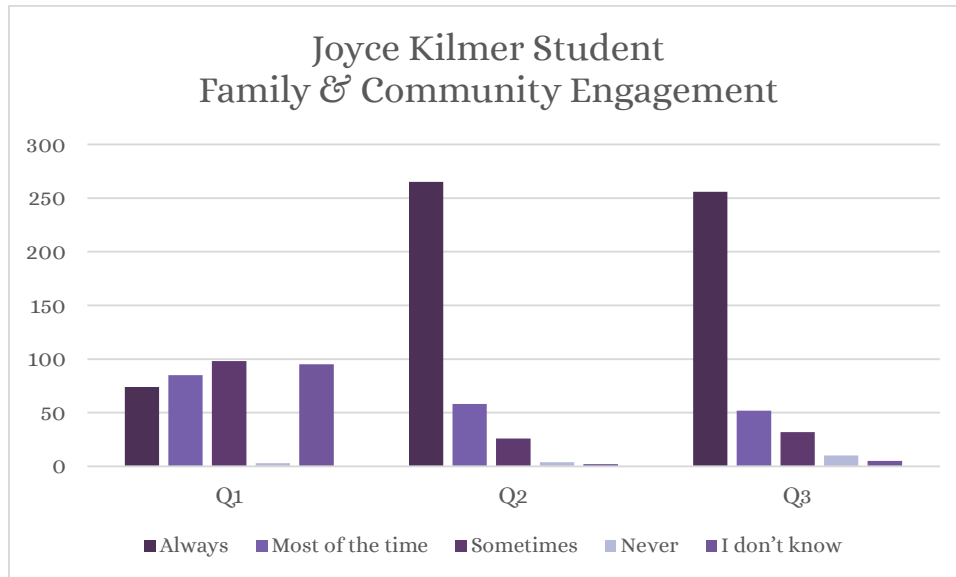


i like a diffrent sports team then som of my freind everytime i talk about sports like hockey i fell someone would say that my teams is bad
I LOVE [redacted school name]
I love my school
I personally love school and find this to be my safe place but when it comes to sharing ideas that you might be made fun of never will I share but other than that this year is much better than last year an i love love love my teachers and Im very happy with my classmates I think we all get along realy well but once again the ideas are my only problem
I respect my teachers. (my answer: 5)
I will get introbl
I wish the boys could be nicer to the girls. I also wish they could be more apropiet.
I would like a longer snake time I am always hungry in school.
If a certain teacher treats me unfairly because of my race is it okay?
Let 4th grade classes in [redacted] go to the back playground again
Most kids make fun of me
Most of the time kids are not nice to me.
Nicer/more supplies
no hw,
Office, Lunch Teachers, Recess teacher
One thing I want to say is that I love my math teacher, [redacted name]! She is so gentle and understanding! Its so easy to tell her anything that makes you uncomfortable in math. One thing I also want to say is that certain people in my class ruin things for the class and some people treat me unfairly, and there used to be so much drama at recess, but most of the time I feel safe and happy at [redacted school name]
School is a safe learning place for me and I feel comfortable expressing my feelings here.
Some teachers treat girls better then boys.
sometimes i feel like i want to change myself
Sometimes I get anziety
sometimes the paras are sometimes unfar.
the teachers are so kind and i like the way they teach and it's fun to learn
there is one person that most of the time hurt me phisiely and emotionally
When I come to school I feel like only girls listen to me and treat me like I'm a human too. The boys make fun of me and treat me unfairly when all I've done is try to be nice 🙄
When you get the form that your parents have to sign it says mom and dad and I have 2 moms.



Section 2: Family & Community Engagement - Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I have friends at school.
- Q3: I have friends outside of school.



	Q1	Q2	Q3
Always	20.85%	74.65%	72.11%
Most of the time	23.94%	16.34%	14.65%
Sometimes	27.61%	7.32%	9.01%
Never	0.85%	1.13%	2.82%
I don't know	26.76%	0.56%	1.41%

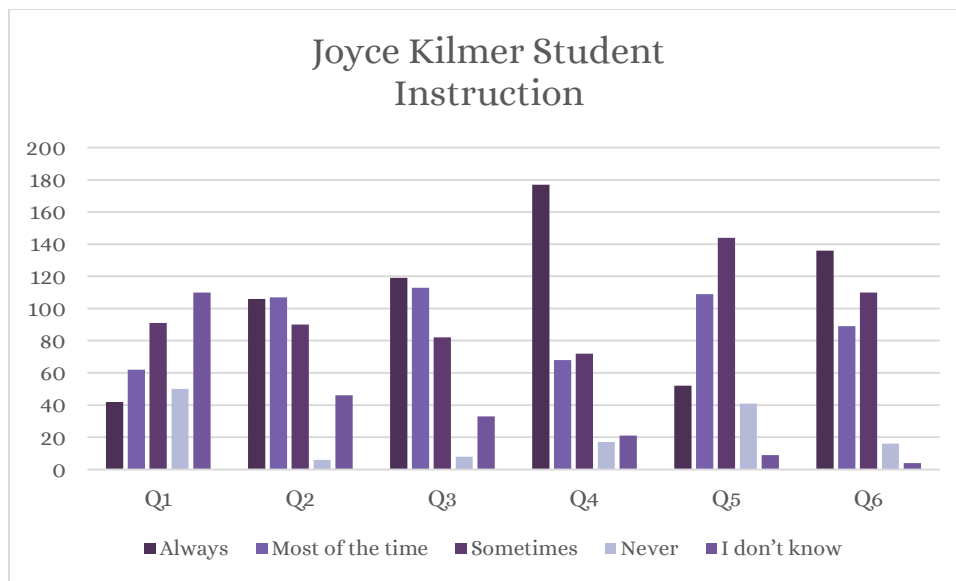
Section 2 Other Ideas:
always
Are you active.
can we use long distance friends
do you need help with school work at home
For me, friendship is very complicated. For 5 minutes people want to be my friend but then in 5 minutes they don't because apparently "I did something wrong". But most of the time I have lots of friends. Most of my friends are in the other lunch though, so I never get to see them. [redacted]
how much do you talk to your friends
how my friends treat me always
i am often unsure if my friends like me
I am respectful to my friends (my answer: 5)
I answered always for friends outside of school but my friends in school are the friends i have outside of school
I do not have any more information of how my community and my family would concern my school.
I don't have many friends
I feel happy about my school and love my teachers



I feel like some people are not my friend and I know because how they act to me.
i have freedom in my school and my friends or classmates never did fun of me so nice of them
I have friends in school and I hang out with kids outside of school
i hve freinds i talk to on a call outside of school and play vide games
My only friend outside of school is in another state.
sometimes my friends car about other people but like that never happends tho sometimes
teachers mostly for number one my parents not really
There can be some social drama at recess in school. Sometimes, I will feel presured to be one of the cooler kids.
we should play in the snow
What lunches do your parents give you
When someone starts to whisper it annoys me because I don't know what they are saying and it might be good or bad. Sometimes I feel like it might be about me, even though it probably isn't.
yes I love [redacted school name]

Section 3: Instruction – Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I learn about people who are different than me.
- Q3: I am taught about people being treated differently.
- Q4: I am taught how to stand up for people who are being bullied.
- Q5: I work with other students to do my work.
- Q6: My teachers help me with my work.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	11.83%	29.86%	33.52%	49.86%	14.65%	38.31%
Most of the time	17.46%	30.14%	31.83%	19.15%	30.70%	25.07%
Sometimes	25.63%	25.35%	23.10%	20.28%	40.56%	30.99%
Never	14.08%	1.69%	2.25%	4.79%	11.55%	4.51%
I don't know	30.99%	12.96%	9.30%	5.92%	2.54%	1.13%



Section 3 Other Ideas:

math could be longer

Do I feel like I need more help with my school work.

For 'I am taught about people being treated differently' I said always, but I am confused about what 'differently' means. I answered always to different in a good way.

for i work with other students to do my work i help them not give answers or get answers we just do the homework together at the same pace.

for most of my anser's I was refering to my reading teachers I feel like they are alot more open minded then my math/science teacher. but both teacher are awesome

Get the teachers to handle bullying more

Going to the back playground for ressess

how much time do you work alone

I am respectful to my work (answer for me: 5)

I do not have anything thing else to say that would seem appropriate.

I like all of the subjects that I learn about im not bothered by what I learn

I love my friends.

I only ask for help when I need it.

I wish my homeroom would let us choose are groups instead of being put with a group of people that are mean to me

I would like to learn about other peoples culture

[Redacted name] always helps me with my work but my other homeroom and switch teachers take a very long time to answer my question...they always answer other people's questions before mine, even though I have had my hand up longer. My homeroom doesn't do it as much but my switch teacher does it a bunch.

Don't tell her please!

My teachers always help me when I need help and I accept other people

My Teachers help me when I am stuck on a question.

My teachers help me with work when I need it but most of the time I don't think I need help.

None but I mean above about me not asking any questions

only when I need help

some times

sometimes need help and when I do they help me

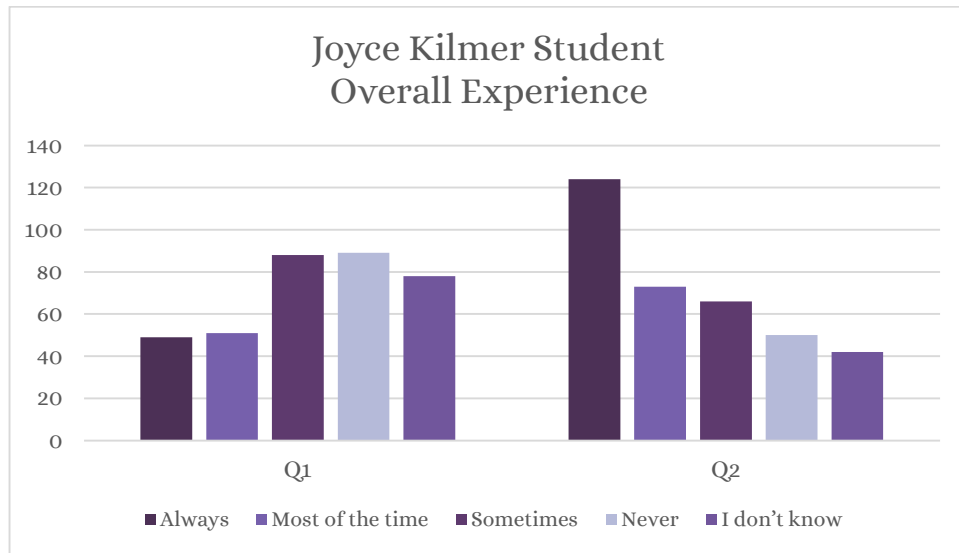
the teachers have time to let the students ask any question so i'm not confused

What is your work



Section 4: Overall Experience - Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult that I feel comfortable talking to at school.



	Q1	Q2
Always	13.80%	34.93%
Most of the time	14.37%	20.56%
Sometimes	24.79%	18.59%
Never	25.07%	14.08%
I don't know	21.97%	11.83%

Section 4 Other Ideas:

Are you comfortable talking to other students

Get the [redacted] teachers less strict please, They're too strict.

I am comfortable talking to [redacted name]

i can talk to the teachers about the questions i have in my class free

I don't really feel that comterble with teachers

I feel comfortable talking to social workers like [redacted name]

I feel comfortable with my teachers and principals

I have nothing else to share.

i have paras i feel comfortable talking to. all of the paras at my shcoolare incredibly nice and some of the only people i feel i can talk to sometimes.

I sometimes see my mom she is a float nurse

[Redacted name] Is a teacher that I can trust.

[Redacted name] is always someone I can talk to! I've done it this year before! [Redacted name] is someone I can talk to about science, and [redacted name] is someone I can talk to about writing.

not never but only like 1 time

Some teachers are nice to me

thank you for your time, have good day

The adlut i feel comfortable talking to is [redacted name]

When ever I'm in a bad mood [redacted name] comforts me.



Ramapo Ridge Middle School Report

The audit team had the opportunity to speak with 79 people (breakdown below) and conduct 17 classroom observations within the Ramapo Ridge Middle School community on January 19, 2023, between 8:00am-11:40am. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Community Members, Non-Instructional Staff, and Instructional Staff. The audit team also spoke to students while conducting classroom observations.

- Administrators: 2
- Instructional Staff: 28
- Non-Instructional Staff: 6
- Community Members: 4
- Parent(s)/Guardian(s)/Caregiver(s): 8
- Students: 31

Surveys were also completed by 714 stakeholders within the Ramapo Ridge Middle School community (breakdown below).

- Students: 577
- Parent(s)/Guardian(s)/Caregiver(s): 98
- Staff: 36

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Ridge for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to Ramapo Ridge Middle School. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity audit process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Ridge scored themselves an 8 out of 10 in Classroom Culture, noting many strengths, including: SEL practices that are integrated into school culture and curriculum, mindfulness moments and practices, team structure to bring students together through interdisciplinary teams of students at different grade levels to collaborate and support, three grade-level counselors and a student services counselor who are all trained as anti-bullying specialists, numerous clubs and extracurricular activities, encouragement of student voice, celebration of all student and staff



birthdays by announcing them daily, student choice in classes, intentional reading selections with characters of various backgrounds, Socratic seminars, cultural celebrations, designated homework free dates including religious holiday observances, a school safety team of counselors and case managers, various field trips to provide authentic learning experiences, financial assistance and scholarships for above-mentioned field trips, continued expansion of community-based experiences. As multiple strengths were noted on the Self-Assessment, multiple opportunities for improvement were also noted, such as: building stronger restorative practices within the school, amplifying student voice, expanding the Thunderbird Partnership program and its' usage, develop increased collaboration opportunities between self-contained and resource room students, align assessments across curricular areas, and expand translation services. Many of these examples fall into the concept of Classroom Culture, while others align more strongly with other concepts included in the equity audit process.

Honoring student experience allows students to feel that they are seen, valued, cared for, and respected while having the opportunity to learn from each other's unique perspectives in the classroom. Survey data showed that 77.81% of student respondents have a positive view of themselves, at least most of the time, which is likely a reflection on students feeling valued within their classes. Adult responses to the survey question asking whether students are valued as unique individuals showed that this happens at least most of the time, with 72.45% of parents/guardians/caregivers and 94.44% of staff respondents answering positively. In the Self-Assessment, one of the examples of honoring student experiences is the homework-free religious holiday observances, which allows students equitable time for their religious observances, even when designated days off from school may not align with religious holidays represented by the student body. It is important to be truly inclusive with this type of initiative, ensuring that all students have an appropriate avenue to request a homework-free day if their religion is less recognized.

Thoughtful classroom setup allows students to explore their classroom and the materials within it without boundaries or obstacles. Beyond physical setup, a thoughtful classroom creates an environment in which students build relationships and practice communication with their peers. This experience can allow students to explore the diversity of those around them and learn more about the cultures represented by their peers. Students who feel this sense of connection are significantly more likely to engage in the lessons and feel a sense of pride in their learning.

When considering shared inquiry and dialogue, students are provided opportunities to explore topics and share their opinions. Survey data showed that 74.18% of students, 68.36% of parents/guardians/caregivers and 94.45% of staff believe that students are able to share their thoughts/opinions without judgment, at least most of the time. Of the 25.82% of students who did not answer positively to this question, many of them shared that they feel uncomfortable to do so because of being teased, bullied, and



unsafe. However, when asked specifically about whether bullying was present at Ridge, a large percentage of student respondents answered ‘sometimes’ or ‘never’ with only 9.11% reporting that it happens often with an answer of ‘always’ or ‘most of the time’. Of the 9.11% that answered in this way, the students within the group had some similar identities. All students who answered the question asking to self-identify their gender with something other than male or female were a part of the 9.11%, as well as a significant percentage of students who reported speaking a language other than, or in addition to, English in the home. No data significance was noted with extra-curricular activities linked to the students who reported that bullying occurred. Reviewing the parent/guardian/caregiver demographics to assess the responses of students not being able to be their authentic selves, over 75% self-identified as non-white. When speaking specifically to the parent/guardian/caregiver group, one focus group participant shared that their child gets teased for being different while another participant shared that students are expected to ‘conform with the group-think narrative of the day.’ During classroom observations, the audit team saw evidence of students taking risks in learning without fear of negative feedback in 72.22% of classrooms observed, at least most of the time.

Physical and social-emotional safety are essential to create an effective learning environment. According to the adult survey results, 97.22% of staff respondents and 77.55% of parent/guardian/caregiver respondents reported that the school provides a safe environment, at least most of the time. When reviewing student perceptions, 84.58% report being emotionally safe and 93.06% report being physically safe, at least most of the time. As shared above, less than 10% of the student population believe bullying happens often. This aligns with the data sharing that students feel safe, both emotionally and physically. The pieces to consider, however, are which students are reporting that they don’t feel safe and/or are experiencing/witnessing bullying. Non-binary gender identity (identifying gender as something outside of male/female) and speaking a language other than English are disproportional identities when speaking about how students feel and how they are treated at Ridge by other students, according to the survey data. According to parents/guardians/caregivers, race also seems to play a role in how adults interact with students, although not necessarily how students interact with one another. As a note, all reports of bullying that are brought to the attention of staff must be shared with administration, where the reports are then analyzed and documented per New Jersey’s Harassment, Intimidation, and Bullying (HIB) regulations. The Self-Assessment referenced “many SEL practices,” although it only gave a few examples. During the focus groups, the only SEL initiative that was specifically pointed out was “Mindful March.” The audit team did not observe explicit lessons aligned with SEL Core Competencies during classroom visits.

On the Self-Assessment, Ridge referenced their progressive discipline structure, noting that they offer flexibility and discretion based on the individual student or the situation. It was also shared that an opportunity for improvement is to bolster the Restorative Practices that are used in the school, along with supporting a more



solutions & values-based approach through a positive behavior intervention model. Student survey comments and responses revealed mixed opinions regarding discipline. Students referenced that some teachers are more equitable than others, along with a few students commenting that they feel disciplined for no reason. Overall, though, 96.53% of the student respondents shared that they know the rules and the consequences that follow if those rules are broken, and 84.4% of students feel these consequences are reasonable and equitable, at least most of the time. As the Self-Assessment noted a strength of being flexible and having discretion related to discipline, which many students seem to agree with, this strength can also cause stress, if communication is not consistent and transparent. This showed itself as a possible disconnect when reviewing the adult survey, where only 58.16% of parent/guardian/caregiver respondents and 63.89% of staff respondents reported that the school disciplines fairly and appropriately, at least most of the time. In speaking to both staff and parent/guardian/caregiver focus groups, the audit team heard frustration over staff not feeling supported regarding discipline measures and other stakeholders reporting that there is a lack of communication and ‘some students getting away with things’ while other students are disciplined much more harshly. During the classroom observations, some inconsistencies in discipline were observed, with some classrooms having strict rules about raising hands and staying quiet, while other classrooms had students talking out of turn and being disruptive with little repercussion, as seen during the classroom observations. The severity and enforcement of consequences appeared varied and subjective between classrooms.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity audit process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.

On the Self-Assessment, Ridge scored themselves a 7 out of 10 in Family & Community Engagement, noting multiple strengths, including: weekly school updates/blasts sent through OneCallNow messaging system, Home School Organization (HSO) meetings and activities, Mahwah Schools Foundation (MSF), Mahwah Municipal Alliance partnership, Adult ESL Classes, Student Management System (RealTime) Portal, Parent Programs and Resources, updating the school website for parents/guardians/caregivers to promote school events/activities, social media presence for both the school and individual staff members, and supporting students and families who have experienced trauma. In addition to these strengths, the Self-Assessment also noted some opportunities for improvement, including: provide additional resources for families and parents/guardians/caregivers, expand the Thunderbird Partnership program, promote volunteer opportunities within the school, expand translation opportunities for non-English speaking community members/families, and offer empathy training for families.



Culturally sensitive communication is defined as being inclusive with language, including materials sent home as well as language being used (both verbally and written). For example, when looking at the website and other materials, are there references to mom/dad or is it more inclusive to look at many different family structures? Culturally sensitive communication allows all members of the school community to feel seen, heard, and instills a sense of belonging. The adult survey found that 80.61% of parents/guardians/caregivers and 88.89% of staff members who completed the survey believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The same adults responded similarly to whether communication sent from the district is inclusive, with the staff perception dropping slightly to 86.11% agreement.

When discussing important topics that impact the whole community, it is important to include a variety of voices throughout the community at-large. Including family and community wisdom provides a richer, more robust understanding of the overall needs of the community. The inclusion of family and community wisdom reflects the importance of including diverse perspectives, in learning opportunities, conversations, and decision-making. When asked about whether families are encouraged to participate in school-level activities, 78.57% of parents/guardians/caregivers and 77.77% of staff said they are, at least most of the time. Interestingly, when asking the same group of adults whether families are encouraged to participate in district-level activities, parents/guardians/caregivers felt less confident (70.41%) and staff members felt more confident (80.55%). It is important to note that simply inviting someone to participate does not always equate to that person/group feeling welcomed, valued, seen, and/or heard.

In order to create a truly inclusive environment, relationships must come first. Relationships are rooted in connections – among and between stakeholders. During the parent/guardian/caregiver focus group, these connections and their importance were solidified. People from different backgrounds and coming in with different opinions and perspectives reported leaving feeling like they better understood ‘the other side of the story’. Ultimately, both staff and parents/guardians/caregivers, simply want to feel connected to others. The audit team met with many people and everyone truly wanted what is best for the students at Ridge; what that is differed – and will always differ. However, if communication is clear and relationships are solid among all stakeholders, students will flourish.

When considering the concept of local resources, Ridge has partnerships with the Mahwah Police Department, the Mahwah Public Library schools, YMCA, Center for Food Action, local business leaders, the Thunderbirds Partnership. Upon hearing about the many opportunities while also hearing from stakeholders that aren’t aware of many of these opportunities, the audit team suggests building a database of community organizations/efforts that middle school students can volunteer and/or middle school families can benefit from. Working with community and parent organizations to establish a philanthropy fund/service for families in need will also



help connect the overall school community as well. Engaging with the community to resolve community issues and problems is an efficient way to utilize resources while building a sense of community for all stakeholders.

The focus groups highlighted a new initiative that was implemented during the 2022/2023 school year to help English Learners, and more specifically refugee students, feel more welcomed and included, with the effort to integrate their learning into the general education English Language Arts courses. The students read “Other Words for Home” together, which is a story of a Syrian refugee starting her new life in America. This initiative brings a very relevant topic to the students, which also likely lends to more open dialogue about immigration and demonstrates Ridge’s inclusion of current events impacting their students.

Instruction

Within Instruction, there are five main concepts that are examined during the equity audit process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, Ridge scored themselves an 8 out of 10 in Instruction. The Self-Assessment noted multiple strengths in Instruction, including, but not limited to: Social Studies curriculum which includes cultural and global studies and connections to real-world events, ELA curriculum that includes new novels with diverse authors/characters/ storylines/themes, activities/lessons designed to provide students with the opportunity to tell-their story, connections between curricular concepts and real life, units of study that include celebrations of Heritage (ex. National Hispanic Heritage Month), interventions for students in need of additional supports, students’ trauma-related experiences are taken into account, emphasis on choice in instructional design to be responsive to the needs of students, learning opportunities designed around community partnerships, students engaged in cooperative learning opportunities that promote social skills, and a combination of product and process-based grading. In addition to providing strengths on the Self-Assessment, opportunities for improvement were also noted, including, but not limited to: utilizing improved techniques in differentiation during tier one learning opportunities, intentionally infusing more cultural perspectives and other forms of diversity as a natural and connected component of the learning, expanding connections to real-world applications through problem-based learning, and supporting students as they move towards the least restrictive environment.

The first concept of Instruction is critical engagement with material. This concept examines how teachers use materials and resources to support intellectual engagement among students and deep learning of content. According to the Danielson Framework for Teaching, when students are engaged in learning, instructional materials and resources are used to support intellectual engagement among students



and deep learning of the content. The audit team observed that students were critically engaged with material that was used to examine different perspectives through activities in 83.33% of the classrooms visited. During the same observations, the audit team observed teachers using higher order thinking questions to engage students in deep learning of the content, which was observed in 66.6% of classrooms. Within the adult survey, 78.57% of parents/guardians/caregivers and 77.78% of staff members reported that students are engaged with material and taught from different perspectives.

Differentiated instruction is an approach to instruction that allows teachers to engage students with learning in ways that are responsive to their unique learning needs. When teachers employ best practices in differentiation, they consider ways to engage students through an exploration of curricular concepts in one of three ways: content (what is being taught in the curriculum), process (how students learn the information), and product (how students demonstrate what they know). Differentiation may also be evident in the ways teachers engage students in learning through access to classroom discussions, activities, resources, technology, and support. In the adult survey results, 78.57% of parents/guardians/caregivers and 97.22% of staff report that students receive support from their teachers, so they are able to learn at their level. Student results were in between both adult groups, with 83.71% of student respondents indicating that teachers are flexible with their learning needs. Further, during classroom observations, the audit team observed differentiation in 77.78% of classrooms. Most of these numbers align with one another, aside from the staff perspective that is much higher. It is important to differentiate between what is being taught and what is being learned.

Cooperative and collaborative learning opportunities help provide students with opportunities to engage in discussions with their peers. An exchange of unique ideas helps to deepen understanding of curricular concepts. In the adult survey, 78.57% of parent/guardian/caregiver respondents and 91.66% of staff respondents reported that students work in collaborative environments; however, in reviewing student perceptions, only 66.72% of student respondents indicated that they work with other students to accomplish their tasks, at least most of the time. Within this concept, it is important to differentiate between cooperative/collaborative learning and group work. Simply asking students to sit together to complete a project is not cooperative learning. Instead, consider whether students depend upon one another's expertise, skills, and efforts to accomplish an assigned task.

Real-world connections help students to relate classroom materials to their own personal lives, making it relevant to students. This can improve retention and understanding of the information presented. The audit team witnessed students making connections between curricular concepts to their real-life experiences in 55% of the classrooms observed. In one classroom, the teacher facilitated a whole class discussion about careers and the ways in which incomes and location are related. When teachers are successful in incorporating real-world connections within



instruction, students are better able to connect what they learn to their lives and to the world around them. Moreover, when students are able to make meaningful connections between learning and real life, engagement, positive identity, and achievement increases.

Assessing students in terms of their growth focuses on the individual experiences of the students to establish equitable assessment practices. In the adult survey, 73.47% of parent/guardian/caregiver respondents and 72.22% of staff respondents indicated that students are assessed in terms of growth. During observations, one interaction was observed between a student and teacher after receiving results on a math assessment. The teacher reflected on how much the student had improved and the student seemed very proud. This is an example of growth-focused assessment practices. During focus groups, many comments were made about the sheer amount of testing that students undergo and wanting to have less testing that is more intentional. It should be noted that many of the assessments are state mandated (and stakeholders were mostly aware of this).

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Ridge scored themselves a 6 out of 10 in Identity within Curriculum. The Self-Assessment noted multiple strengths, including, but not limited to: students being provided with safe and supportive spaces, extra-curricular offerings that support an array of interests and promote participation/community beyond the school day, students are supported and addressed by teachers and peers based on their chosen name, pronouns, etc., elected Student Council representatives include students from diverse groups/identities, health curriculum directly addresses various identity-related matters, and teachers foster and encourage dialogue and design activities for students to express themselves, share their perspective, and form opinions. In addition to providing evidence of strengths on the Self-Assessment, Ridge also included opportunities for potential growth, such as polling students to determine if curriculum and extra-curricular clubs support their interests and identities and training to support staff in how to work with multiple identities, with a focus on LGBTQIA+ populations.

In the adult survey, 40.82% of parents/guardians/caregivers and 60.11% of staff members indicated that students are provided the opportunity to see themselves in the curriculum, at least most of the time. Observations conducted by the audit team fell between these two perceptions, with opportunities for students to learn about cultural backgrounds, being present in 55.56% of classrooms.



In the student survey results from Ridge, 77.81% of respondents indicated that they have a positive view of themselves. When the curriculum serves as a mirror that reflects the identities of students, a sense of pride is developed, and it helps students recognize how the traits of the dominant culture impact their own identity.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Ridge scored themselves a 6 out of 10 in Diversity within Curriculum. Within the Self-Assessment, multiple strengths were noted, such as: lessons designed to take deep dives into social/cultural/political/historical diversity, book selections intentionally focused on diversity, staff modeling diverse language, helping students see things from diverse perspectives, and advisory curriculum/activities focused on empathy, respect, understanding, and connection among individuals and groups. Also noted in the Self-Assessment were opportunities for growth, such as: creating opportunities for students to engage with each other in diverse conversations, supporting teachers to have conversations around diversity, and honing processes for reviewing and assessing materials for bias.

When reviewing the survey data, only 46.45% of students reported being curious about how people are similar to and different, at least most of the time. It is critical for students to be taught through a lens of curiosity; this response by less than half of the student respondents shows a need to encourage more curiosity among students. Within the adult respondents, 63.26% of parent/guardian/caregiver respondents and 88.89% of staff members reported that students are provided opportunities to learn about how students are alike and different. During observations, only 55.56% of classrooms showcased opportunities to learn about cultural backgrounds, which aligns more closely with the parent/guardian/caregiver perception. When students encounter learning in which diversity is naturally infused within the curriculum, students learn about differences in others with curiosity, empathy, respect and understanding for others. This allows students to explore content in ways that move beyond the superficial and oversimplified teachings around diversity.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.



On the Self-Assessment, Ridge scored themselves a 6 out of 10 in Justice within Curriculum. The Self-Assessment provided examples of strengths in this area that included, but were not limited to: injustice and inequality discussed in ELA and SS classes, ELA book selections intentionally selected based on forms of injustice/inequality/discrimination, curriculum covering a wide range of topics including the theme of power and how it is lost and gained over time, science classes discussing economic realities as related to access to medication, advisory curriculum/activities including discussions on unfairness, historical events being taught through connections and drawing parallels to modern times, and a collection of books in both the Library Media Center and classroom libraries providing students with the opportunity to read non-fiction and fiction books that include characters and themes of power, privilege, and discrimination. In addition to providing examples of strengths on the Self-Assessment, Ridge also included opportunities for potential growth, including, but not limited to: more direct instruction on privilege at a developmentally appropriate level for middle school students, professional development for staff on how to teach about privilege through natural points in the curriculum, engaging the entire stakeholder community in conversations surrounding justice and injustice, and opportunities to teach students about the true meaning of words such as racist, unfairness, discrimination, etc.

Teachers who are intentional about incorporating concepts of Justice into the curriculum allow students to examine the effects of privilege/power and oppression at both the individual and systemic levels. When reviewing survey data, it was found that while 58.16% of parent/guardian/caregiver respondents and 75% of staff respondents reported that students are taught concepts around justice and injustice, at least most of the time, only 64.47% of students reported being able to recognize unfairness and injustice and an even smaller percentage, of 44.64%, of students reported that they understand how people are treated better in society because of who they are. Being able to critically assess power structures within our society as well as oppression at both the individual and systemic levels is important for students as they move toward their older years. As adults, power structures are everywhere. These power structures impact our youth and it is critical for students to start having these conversations as early as possible, in age-appropriate ways.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Ridge scored themselves a 7 out of 10 in Action within Curriculum, noting multiple strengths, such as: teachers encouraging students to contribute to solutions for global issues within reflective question prompts, charitable drives to benefit different organizations, ELA and SS departments attending professional development on moral courage and infusing lessons into content



instruction, and encouraging students to recognize their personal responsibility in standing up to prejudice/bias through discussions. In addition to identifying strengths, the Self-Assessment also noted opportunities for improvement, such as continuing to build student understanding of the difference between sympathy and empathy, continuing to reinforce with students the importance of taking responsibility for words and actions, consider Restorative Practices and Restorative Justice training, and consider a mentorship program between high school students and middle school students.

Recognizing self-responsibility in carrying out collective action is emphasized within the concept of Action within Curriculum. By incorporating Action into the curriculum, students are equipped with the knowledge, skills, and motivation to become agents of change in their communities and beyond, ultimately helping to build a more just and equitable society by empowering individuals to take an active role in creating positive societal change. In the adult survey, 48.98% of parents/ guardians/caregivers and 61.11% of staff respondents reported that students are empowered to take action around justice, equity, diversity, and inclusion issues, at least most of the time. In the student survey, 67.07% respondents indicated that they are taught skills on how to stand up against unfair treatment, at least most of the time, with a slightly higher percentage (67.25%) taking responsibility for using those skills to stand up to unfair treatment, at least most of the time. Action is an opportunity for Ridge to focus on when looking to enhance instructional practices.

Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity audit process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, Ridge scored themselves a 7 out of 10 in Teacher Leadership. The Self-Assessment shared pride in various programs such as the annual winter PD Day designed around teacher-led workshops to promote teacher choice, the annual fall PD Day (designed for department work) which has included workshops on moral courage, and professional learning requests, including out-of-district and graduate courses, that are reported to be encouraged, supported, and approved. The Self-Assessment also reported that faculty meet in small groups monthly through contractual time allocated to support Professional Learning Communities (PLCs), with the ultimate goal of fostering grade-level collaboration and planning across content areas. The Self-Assessment also reported that teachers were provided time for peer observations as well as release time to participate in articulation work within departments and across schools. It was also reported in the Self-Assessment that faculty members routinely share resources, plan, and problem-solve with each other. This was reinforced during focus group conversations with instructional staff.



Teachers serve in a variety of leadership capacities including Team Leaders, advisors, directors, coaches, ScIP Team, School Safety/Climate Team, District Technology Committee, mentors, etc. In addition to the multiple strengths noted in the Self-Assessment, opportunities for improvement were also noted, such as: staff being nervous to engage in difficult conversations regarding controversial topics and wanting more tools to do so, exploring opportunities for professional membership funding, and promoting teacher leadership by having staff provide more trainings at faculty and department-level meetings.

As educators, professional development and continuous learning is critical, especially in the areas of social justice. During both focus groups and embedded within survey comments, the audit team heard staff members requesting additional support in this area. Many staff want to have discussions regarding JEDI work; at the same time, they want to be confident that the discussions are age-appropriate and that the staff will be supported by administration if other members of the community disagree with the conversations. This is further discussed in the District Equity Audit Report of Findings, as it is a concern across multiple schools within the district.

Modeling the behaviors expected of students, such as speaking up against discriminatory behaviors, is critical. When considering whether staff members are open-minded and aware of their own biases, as well as whether they are speaking up and responding to prejudicial behaviors and actions, it was reported in the surveys that 54.08% of parents/guardians/caregivers and 86.11% of staff respondents feel that staff are aware of their own biases, at least most of the time. However, only 30.62% of parent/guardian/caregiver respondents and 75% of staff respondents reported that staff speak up when witnessing acts of discrimination. This percentage shows nearly a 24% drop in parent/guardian/caregiver perception and over 11% drop in staff perception. It is important to note, though, that over 50% (52.04%) of parent/guardian/caregiver respondents answered, “I don’t know” when asked if staff intervene. Even more interesting was the perception of other adults in the community (including parents/guardians/caregivers) and their level of awareness and advocacy. When asked whether adults in the community are aware of their biases, only 39.79% of parent/guardian/caregiver respondents and 38.89% of staff respondents said adults are aware, at least most of the time. When asked whether adults in the community speak up when witnessing acts of discrimination, 33.67% of parents/guardians/caregivers and 33.34% of staff report this to be happening, at least most of the time.

The district is challenging their teachers, through the use of the Danielson Framework for Teaching, to develop learning environments that support prosocial behaviors that are essential to the development of the whole child. This may include identity and purpose development, social awareness and relationship skills, as well as responsible decision-making. Utilizing the Danielson Framework, teachers can identify culturally responsive ways to support their own cultural competence and understanding of societal dynamics and their impact on learning environments through targeted



professional development, equity coaching by leadership, and peer modeled and led professional development.

Representation

Within Representation, there are five main concepts that are examined during the equity audit process: cross-representation in staff, classroom materials and books going beyond superficial and non-stereotypical manners, as well as barriers to access, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, Ridge scored themselves a 6 out of 10 in Representation, noting multiple strengths such as: lessons on explicit dangers of stereotypes, relating lessons across subjects to student identity, use of ELA themes to build awareness of social problems that relate to student experience, and ELA novels featuring individuals from various marginalized groups. The Self-Assessment also listed potential opportunities for improvement, including: improving the racial and ethnic diversity in the highest-level courses of mathematics and G&T programs, expanding curriculum to include representation of all students in meaningful ways, and seeking qualified candidates to expand staff representation of identity groups.

There is minimal representation of different identities within the staff at Ridge. When asked if students see adults who look like them in school, only 31.71% of respondents answered that they do, at least most of the time. Looking more closely at those who felt they weren't represented, nearly 84% of those who said 'never' or 'sometimes' identified as a race other than exclusively white. This perception seems to align with the staff survey responses, as over 90% self-identified as exclusively white. The lack of visual representation was also noticed during the classroom observations and school visit to Ridge. However, while students may not feel represented by the adults, 77.12% of students said they have other students to whom they can relate. There is still some disproportionality present, with nearly 60% of non-white students answering never or sometimes to having other students to whom they could relate.

Students who can see themselves in their classroom materials, beyond just basic representation, are able to connect with the lessons. Diverse representation in the classroom materials also allows students to develop empathy for different experiences. Classroom observations showed that diverse materials were evident or very evident in 77.78% of the classrooms observed, which sets RRMS apart from the other buildings as having the most diverse observed materials in the district. Examples included books from many different cultural backgrounds, a bulletin board with Broadway playbills showcasing diverse productions that students and the teacher have collected, and a classroom displaying LGBTQ+ pride flags, an "every color is beautiful" representation, and images of student identities displayed throughout the classroom. Several instructional staff referenced their culturally diverse lesson plans during the focus groups as well. Lessons included author visits for English Language Arts to see the



author's cultural perspective on their work, self-reflections in Social Studies about the materials, and historical origins of sports in Physical Education. Though there was varied representation throughout the school, it did appear that a significant effort is being made to have representation in materials. However, an instance was referenced during the focus group interviews that an SEL-focused video had a transgender pride flag displayed in the background. It was shared that a parent/guardian/caregiver complaint caused the video to be revoked from public communication and student purview. The district superintendent stood behind this video and honored the message, even amidst the pushback, to honor the message that was shared. The importance of JEDI work in schools from Ridge parents/caregivers in both the survey and focus groups demonstrated a range of opinions, in part because of confusion of what is covered when discussing JEDI topics, along with incorrect assumptions and perceived lack of clarity about the purpose of the work.

Ridge showed consistent intellectual and physical accessibility within their building layout and accommodations and supports within classes. In the classroom observations, 100% of classrooms were evidently accessible, citing 1:1 Chromebook access, constant feedback loops, and flexible seating options as a few examples.

On the adult survey, 97.22% of staff and 94.9% of parents/guardians/caregivers responded that they believe Ridge is accessible. However, there were a few comments to point out as potential opportunities for improvement. A support staff member mentioned that the vaccine clinic for students who recently moved to the country is twenty minutes away from the school, which may not be accessible to the students and their families. Another point raised is that Talking Points, an application that translates school and district communication into languages other than English, relies on email access. There is not guaranteed home internet available to everyone. One of the comments provided in the survey by a parent/guardian/caregiver stated, "Not all spaces are wheelchair accessible, not all restrooms are updated for gender identity, etc." This comment, and the other accessibility concerns, demonstrates that accessibility is not always as simple as following ADA guidelines. Accessibility goes beyond physical accessibility – it is about ensuring that ALL stakeholders have access to the information needed, in a way that stakeholders understand the information being presented.

Discipline is an opportunity for improvement within disproportionality. While examining the statistics for incident reports, it was noted that 81.16% of reported incidents were attributed to male students, even though there are 50% male students enrolled at Ridge, according to the enrollment report. There did not appear to be racial disproportionality in the current school year's reports. When considering the fairness of discipline, only 63.89% of staff and 58.16% of parents/guardians/caregivers reported that discipline is fair and equitable, at least most of the time. Interestingly, this was significantly lower than student perceptions of discipline, with 92.72% of students responding that their teachers are fair and 93.41% for the principal being fair, at least most of the time. Although those who disagreed did not demonstrate any



disproportionality based on gender, it was noted that over 50% of students who felt the teachers do not discipline fairly were non-white, as well as over 55% of those who felt the principal was unfair. Although this is based in perception, it would be valuable to find out more about why the perceptions of certain identity groups differ.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity audit process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Ridge scored themselves a 6 out of 10 in Overall Experience, noting that JEDI is part of the district strategic plan and related decision-making. Some opportunities for improvement noted on the Self-Assessment included: expanding the review of data by demographic groups (discipline, participation, struggling learners) for all programs, increasing professional development opportunities for staff on JEDI work, and increasing parent and community offerings related to JEDI work.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 57.14% of parent/guardian/caregiver respondents and 72.23% of staff respondents reported that the Board of Education makes decisions regarding inclusivity work that they agree with, at least most of the time. When looking more broadly to assess whether stakeholders believe the Board makes decisions that uphold all students, the respondents were slightly more favorable among parents/guardians/caregivers (with 63.26%) and much more favorable among staff (with 88.89%) reporting that they agree, at least most of the time.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect stakeholders to 'buy-in' to the concept. Moving forward, ensuring that this work is embedded across multiple levels of the school, including conversations, purpose, curriculum, and training, will allow all stakeholders to see themselves represented and to gain a stronger foundation for building an equitable and inclusive educational environment.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the audit team identified the following consistencies and inconsistencies with the perceptions of stakeholders within Ramapo Ridge Middle School.

Classroom Culture demonstrated disproportionality in the way students felt welcomed into the classroom, with more than half of the students who reported not feeling welcomed/valued identifying themselves as non-white. Of the parents/guardians/



caregivers who reported that their students are not valued as unique individuals, over 70% self-identified as non-white. During classroom observations, the audit team saw evidence of students being able to take risks in learning without fear of negative feedback and student engagement. Discipline data showed potential disproportionality among gender, with boys showing more discipline reports as well as less positive responses on the survey regarding discipline.

Family & Community Engagement is an area of interesting dichotomy. Although there were significant partnerships with community organizations, such as the Police Department, Library, and the YMCA (as well as multiple others) and the audit team saw examples of strong communication, there is still a disconnect between the school and some of the families. While observing in classrooms and speaking to members of the Ridge community, it was apparent that everyone genuinely cared for the students at Ridge; however, the sense of 'hiding' information and/or not being transparent with communication is causing some relationships to erode. Stakeholders, especially staff members, need to feel supported by their administration. Parents/Guardians/Caregivers need to feel that their children are being cared for by people who are present and responsive. If these two communication gaps can be addressed, engagement across stakeholder groups will increase significantly, leading to stronger environments for student growth.

Within Instruction, the audit team looked for critical engagement with material, differentiation, cooperative and collaborative learning, connection to real-world experiences, and growth-based assessment practices. Overall, Ridge encompassed much of what is considered to be an instructional program rooted in equity and inclusion practices, especially in the connection to real-world experiences and engagement with the material. The audit team saw examples of diverse literature as well as different perspectives being taught. Within Instruction, the Ridge staff would benefit from providing more opportunities for cooperative and collaborative learning and understanding the difference between this and group work.

Within Teacher Leadership, staff expressed throughout the survey and focus group discussions that there is interest in professional development opportunities about engaging in JEDI topics with students and peers. The overarching concern, that will also be discussed in the District Equity Audit Report of Findings, is having tools to better navigate conversations involving controversial topics such as social justice and then to be supported by administration when parents/guardians/caregivers and community members are upset or share concerns regarding the topics of diversity, equity, and inclusion. Schools are places to promote inquisitiveness and teach students how to hear multiple perspectives and make decisions moving forward. When discussing the topics of social justice, equity, diversity, and inclusion, the focus needs to be on simply providing information where everyone is welcomed, valued, seen, and heard in the conversation, without judgment – this includes all voices.



Within the concept of Representation, the audit team looked at representation among staff, materials/curriculum, accessibility, and programming efforts. There was a need for more cross-representation among the staff. Ridge showcased the most diverse representation within materials in the classrooms. Discipline was another area of disproportionality, with 81.16% of reported disciplinary incidents involving male students, even though the student population is 50% male.

When reviewing general findings, the staff seems to have a higher level of trust in the Board of Education than parents/guardians/caregivers, as reported in the surveys. It would benefit the Ridge community, as well as the district overall, to focus on enhancing communication with parents/guardians/caregivers. As shared in the report, although the parent/guardian/caregiver focus group had significant differences in their opinions, the conversation was respectful, everyone had a chance to share their perspective, and many left feeling heard. Some parents/guardians/caregivers asked to have 'more focus groups on a monthly basis'. This will be discussed further in the Equity Audit Report of Findings.

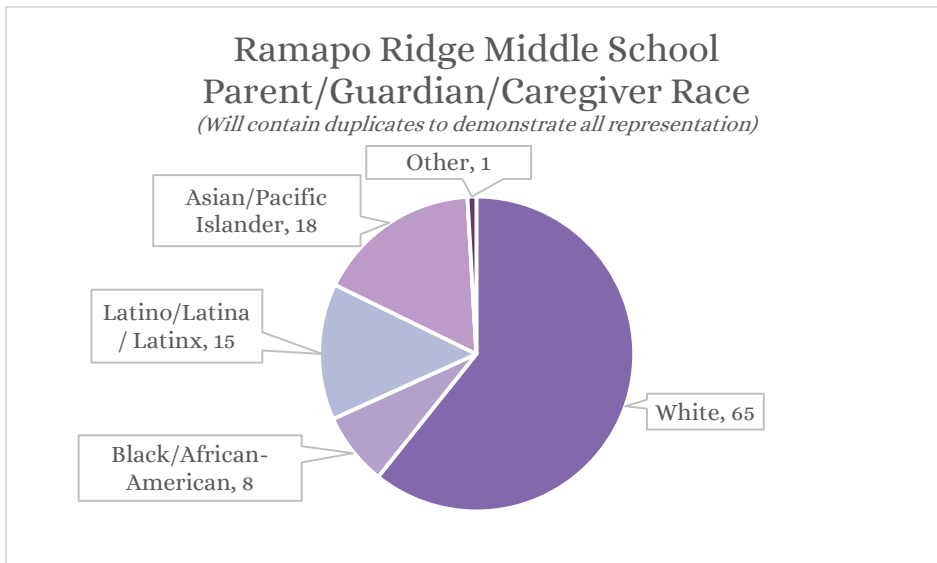
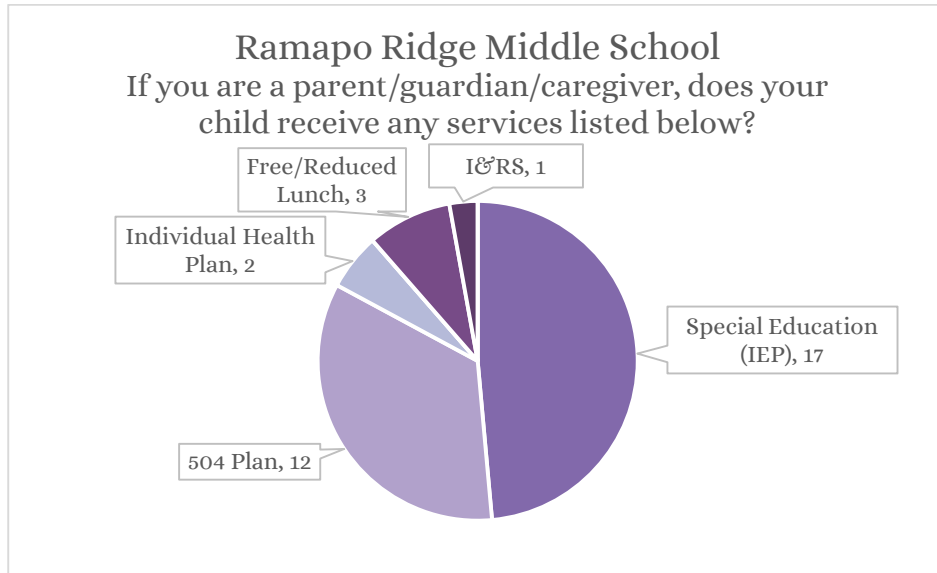
Overall, there were many strengths as well as opportunities for improvement noted by the audit team while reviewing data from Ridge. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Ramapo Ridge Middle School. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

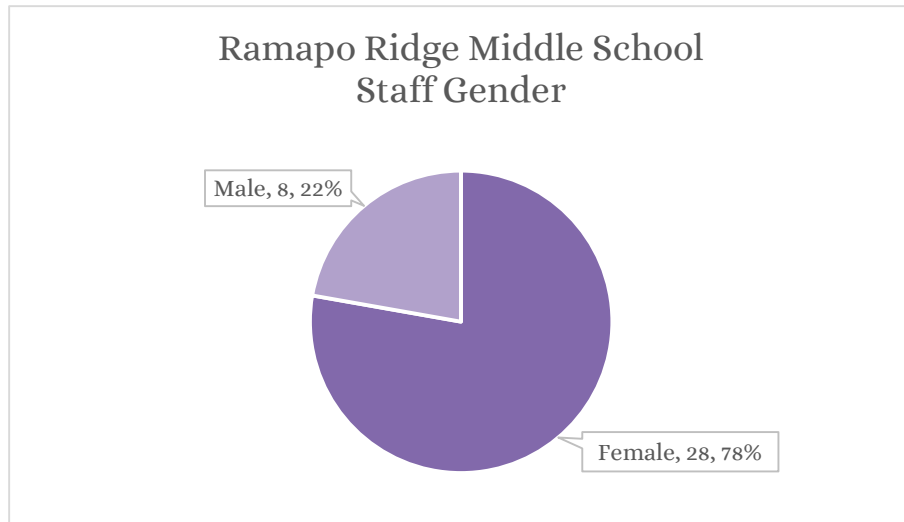
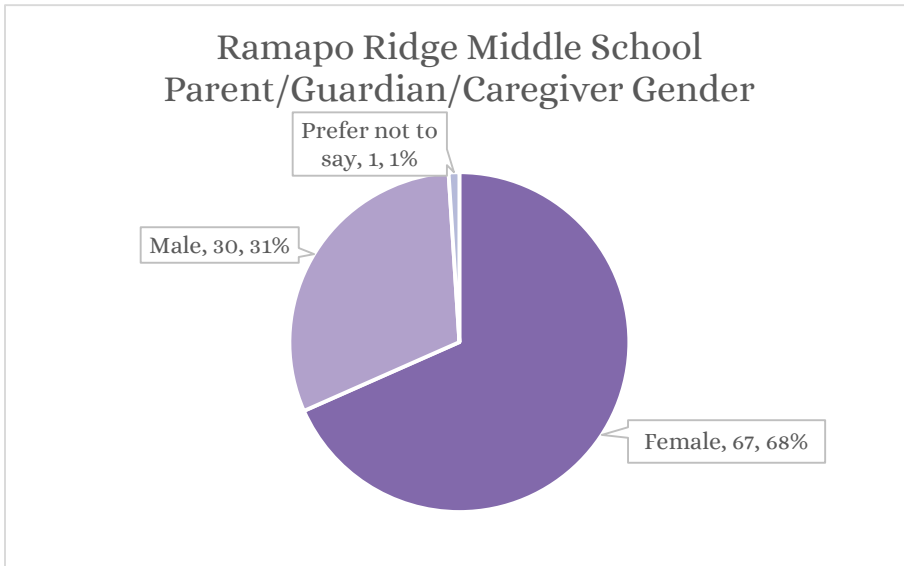
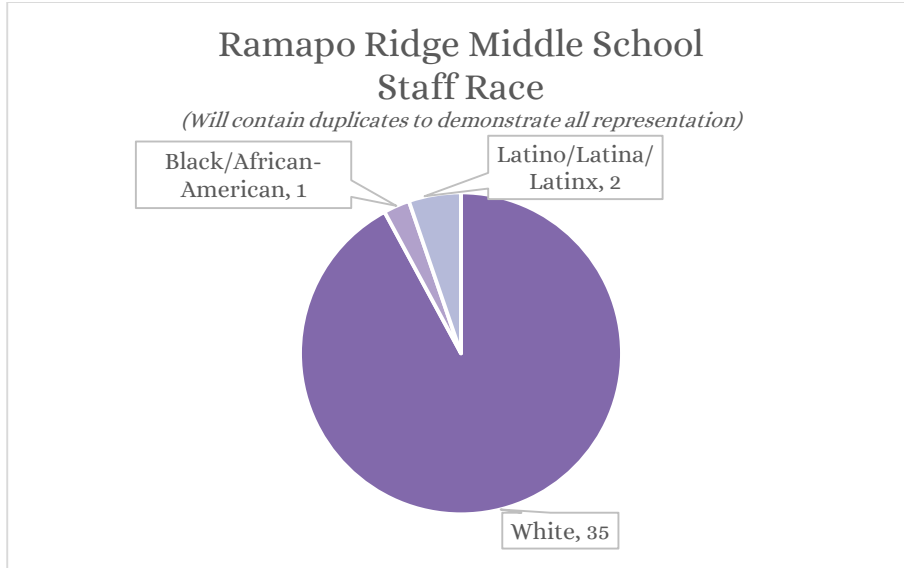


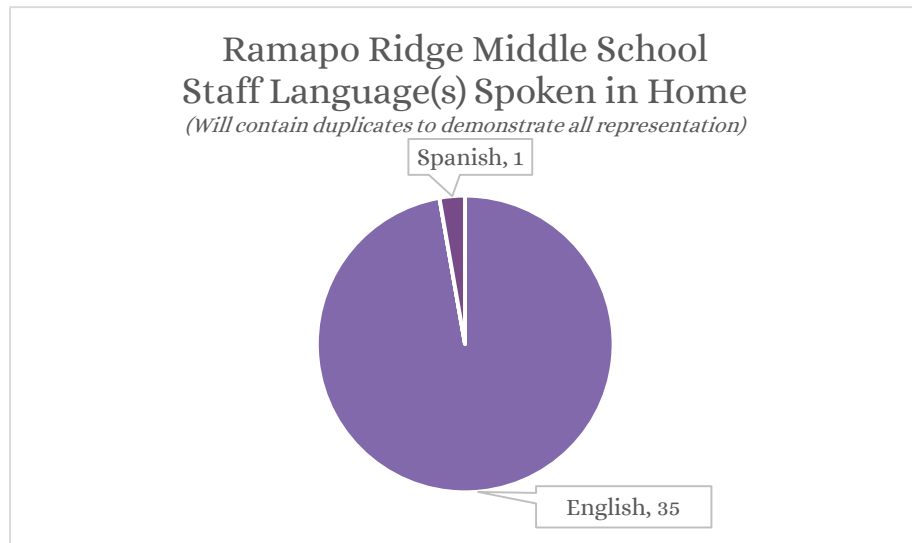
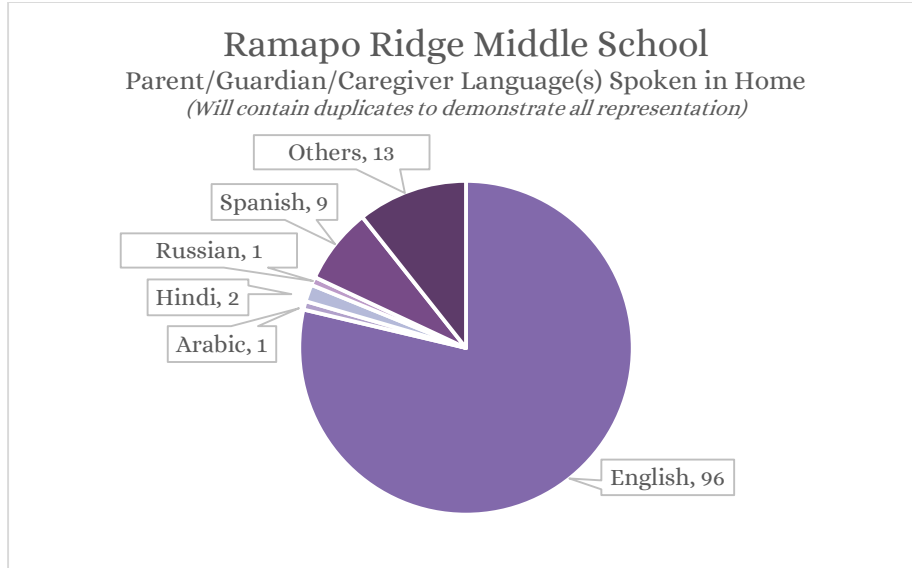
Mahwah Township Public Schools Ramapo Ridge Middle School Adult Survey

Parent/Guardian/Caregiver Survey Respondents: 98

Staff Survey Respondents: 36

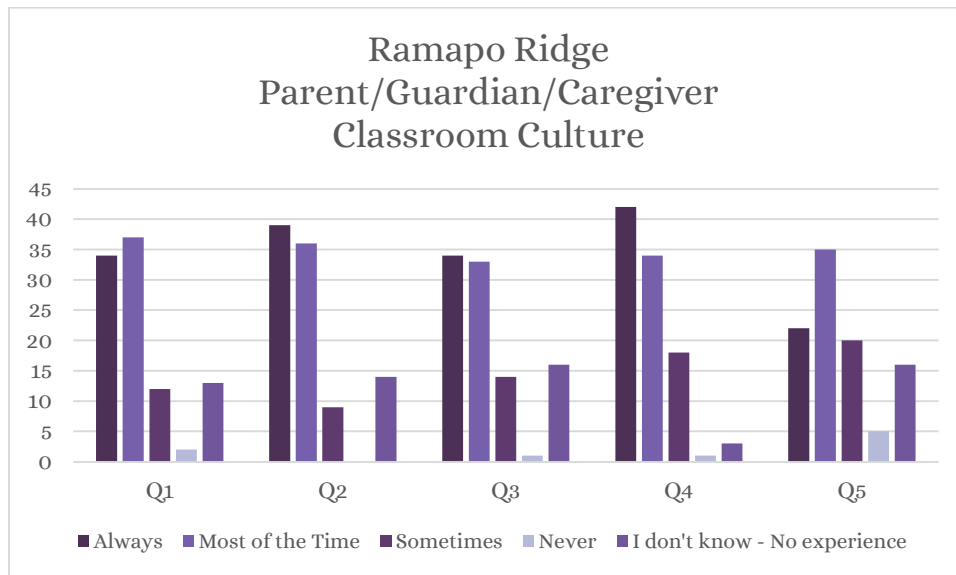






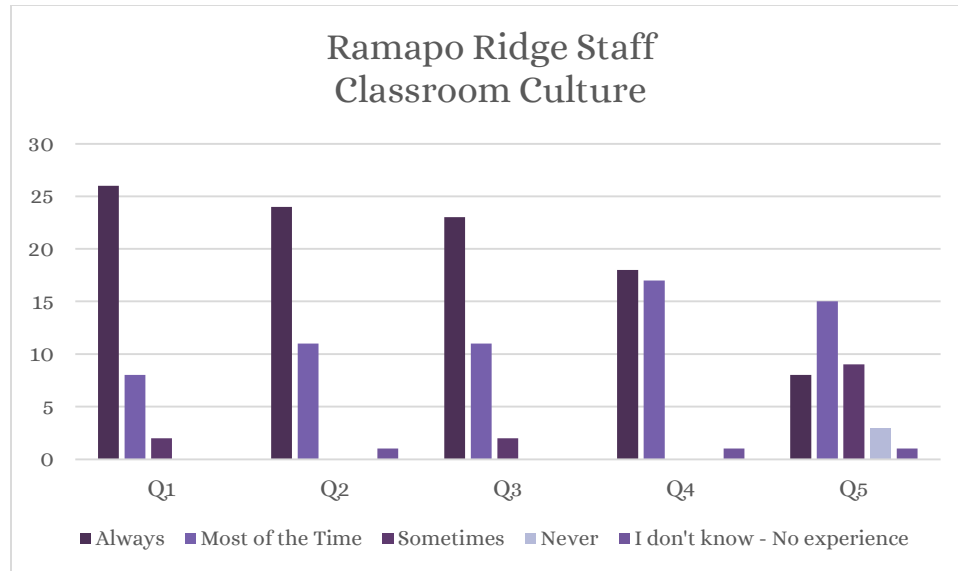
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



Section 1	Q1	Q2	Q3	Q4	Q5
Always	34.69%	39.80%	34.69%	42.86%	22.45%
Most of the Time	37.76%	36.73%	33.67%	34.69%	35.71%
Sometimes	12.24%	9.18%	14.29%	18.37%	20.41%
Never	2.04%	0.00%	1.02%	1.02%	5.10%
I don't know - No experience	13.27%	14.29%	16.33%	3.06%	16.33%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	72.22%	66.67%	63.89%	50.00%	22.22%
Most of the Time	22.22%	30.56%	30.56%	47.22%	41.67%
Sometimes	5.56%	0.00%	5.56%	0.00%	25.00%
Never	0.00%	0.00%	0.00%	0.00%	8.33%
I don't know - No experience	0.00%	2.78%	0.00%	2.78%	2.78%

Section 1 Comments:

Admin does not treat students fairly

Based on feedback from several male students, females get away with a lot more.

Covid years were hard to judge, but so was everything else

difficult to answer. without direct experience

I appreciate that students have clear and regular access to counseling and they were kind enough to help my daughter transition from another school by placing her with friends. It is though a very large and complicated school so not sure they're getting the best academic support and individualized care. But hard to say as a parent.

I feel that the school caters to the needs of the students who are not considered in "average" Mahwah schools are very open, and at times I feel that there should be some standards as to dress code, behavior, and social skill values. We actually pulled our son out of Mahwah because the class size at [redacted school name] was too large and the discipline was lacking. The teachers are all amazing and the curriculum is excellent. The decision was based on class size, overall school values, and discipline.

I have been told many times over the years at [redacted school name] that for the same infraction, the boys will be disciplined more harshly than the girls. For example, during covid, during gym, boys and girls needed to me

I observed an instance that the teacher called another Asian girl my daughter's name. It happens in other instances that sometimes it is hard for a teacher to distinguish one minority race student from another. It takes practice and maybe some training will help the teachers to recognize and identify the unique individuals.

Many bullies in school

My daughter is constantly teased for being different. The teachers are great but often don't hear or don't get involved.



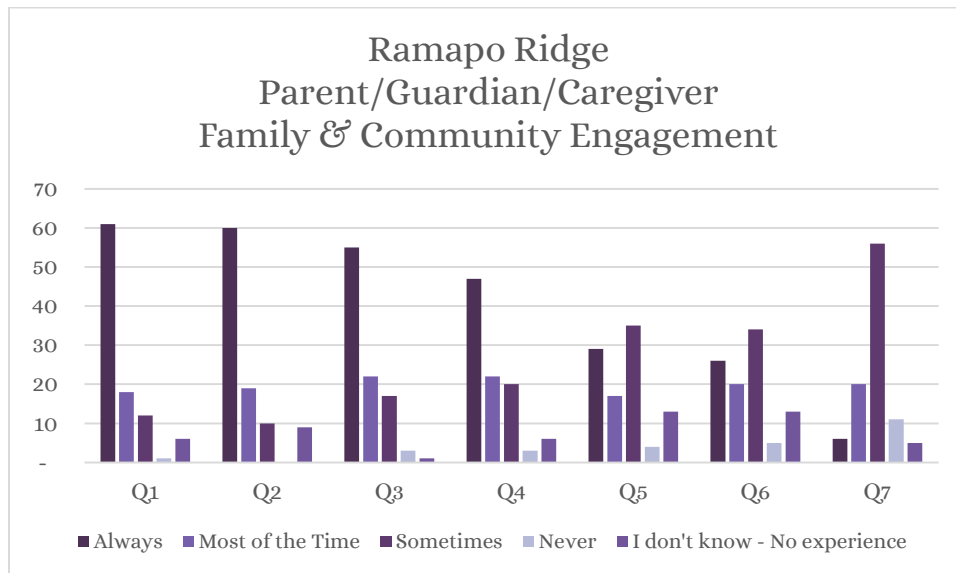
<p>Not sure exactly what you mean by "provide physical access to student success"; also for "share their thoughts/opinions without judgment" I assumed this to mean without judgment from teachers so I put Always, if it's judgement from peers I'd say Sometimes</p>
<p>Regarding discipline it should be focused on the one who needs it so the entire class is not punished/missing out for the behavior of one.</p>
<p>SROs in all schools will help students feel safe from school shootings.</p>
<p>Students are only encouraged to share their opinion if they conform with the group think narrative of the day. Generally this requires you to affirm there are multiple genders and anyone can choose their gender on a daily basis. If you disagree with this narrative you are completely stifled and made to feel uncomfortable. Children are not disciplined fairly. There are kids that literally get away with [redacted] at Mahwah meanwhile other kids are constantly disciplined for minor infractions. I know this first hand from the way my son was treated. One example In [redacted school name] he was sent home for an in school suspension for an infraction. Later it came to my attention that many other children were doing the same exact thing my son did and nothing was done to them.</p>
<p>The [redacted] needs coaching on how to talk to parents. [redacted] is very abrupt.</p>
<p>There are not enough rules for inappropriate dress</p>
<p>There are times that I feel certain students are targeted for discipline based on the group they are friends with</p>
<p>This school is only good for a few popular kids. Other kids don't acknowledge what they're good at or what they're special about. After all, it is a school for some of the students who belong to Gifted. Kids know that even children are not equal.</p>
<p>I answered always from the lens of the social studies department, and what I observe in walkthroughs, observations, and conversations. We as a department are committed to making students feel included, feel reflected and respected in our classrooms, and be encouraged to participate. This is both in content, skill and environment. The thing that highlights this the most is our movement to truly highlight the DEI work, the civics work, and the civil discourse work that is central to our content and standards. The following document highlights the review of what we have so that we can build on it as we further develop our curriculum. I am looking forward to the results of this audit so that we can fix what "we don't see." [redacted link]</p> <p>Additionally --- on the topic of school discipline in this building there is a disconnect, The teachers believe there is "little accountability of students and support of the teachers" and the administration believes they are following the "procedures in the handbook." Some teachers are antiquated in their views - they want the demerit system back. I think that the truth may be somewhere in the middle. My observation is that this is more a communication problem. But again I am an observer and not in the system.</p>
<p>I cannot speak for every student and teacher. In my classroom, I seek to value students as unique individuals, create a physical space conducive for learning, and provide ongoing opportunities for students to share their thoughts and opinions without judgment.</p>
<p>Our culture fails to hold students accountable for their actions. There is a divide that exists between students, teachers, colleagues, and administrators as to what appropriate behavior looks like and, more importantly, how to foster appropriate behavior. I philosophically believe in cooperative discipline, but also recognize the need for disciplinary action as well. We shouldn't confuse students feeling welcome and safe with holding students accountable for their actions: these philosophies can and should coexist. For too long now, the lack of discipline has become a punchline for students: they understand and essentially scoff at the lack of authority that teachers have in the building. Moreover, We need to do a better job of balancing these philosophies and ensuring that students are treated equally and equitably rather than offering more flexibility to students whose parents are more likely to give negative feedback.</p>





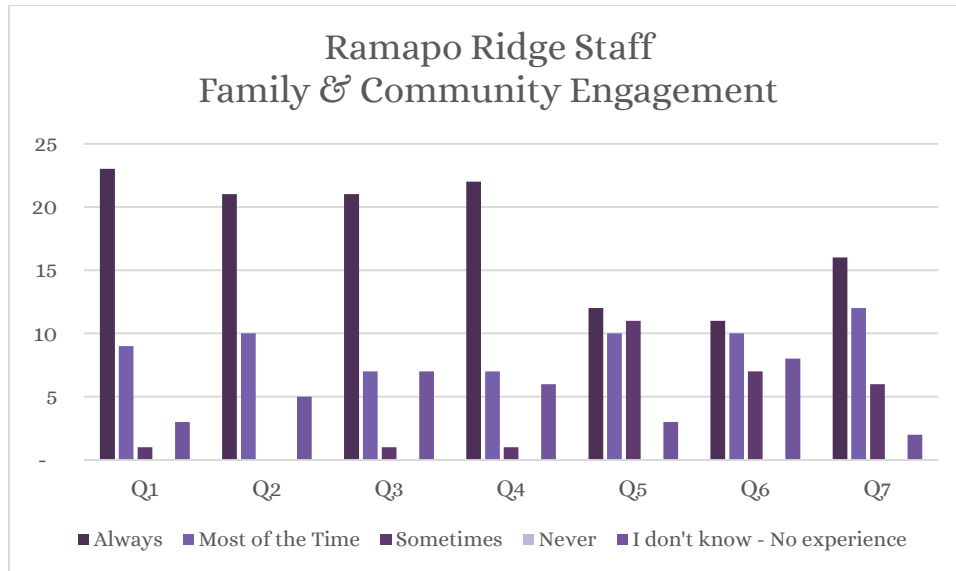
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	62.24%	61.22%	56.12%	47.96%	29.59%	26.53%	6.12%
Most of the Time	18.37%	19.39%	22.45%	22.45%	17.35%	20.41%	20.41%
Sometimes	12.24%	10.20%	17.35%	20.41%	35.71%	34.69%	57.14%
Never	1.02%	0.00%	3.06%	3.06%	4.08%	5.10%	11.22%
I don't know - No experience	6.12%	9.18%	1.02%	6.12%	13.27%	13.27%	5.10%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	63.89%	58.33%	58.33%	61.11%	33.33%	30.56%	44.44%
Most of the Time	25.00%	27.78%	19.44%	19.44%	27.78%	27.78%	33.33%
Sometimes	2.78%	0.00%	2.78%	2.78%	30.56%	19.44%	16.67%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	8.33%	13.89%	19.44%	16.67%	8.33%	22.22%	5.56%

Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?

- 504 plan
- Case manager CST and guidance
- District Presented Parent Academies
- District run seminars
- DON'T KNOW
- ESS, outside therapy
- Forums, meetings, Counselors
- Free lunch, financial Aid for field trips etc
- Free/reduced lunch
- Guidance
- Guidance counselors
- HSO
- I am not aware of it.
- I am not sure if the details of this.
- I believe financial aid is offered for school lunches and there was a 'bullying' support system in the elementary grades - assuming middle school as well.
- I don't know of any emotional support other than guidance counselors for students
- I don't know
- I don't know what this question is asking about, so I can't answer it.
- I don't understand what this question is asking however I do believe that the schools have support systems in place.
- I find the teachers and staff of RR as generally supportive if you reach out with a question

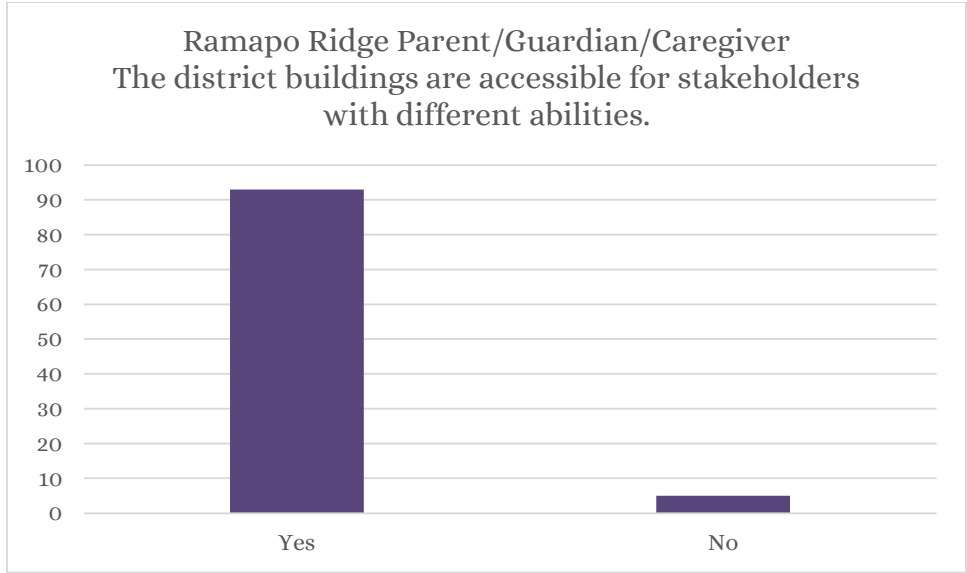


I have no direct experience but have heard there are financial supports for school trips etc for families in need
I know they're different support systems but I never need it
I think so
Idk
Meal supplemental program; various zoom programs to help parents navigate various youth issues, including mental health, digital and social media for kids, etc.
No
No idea
None
Not sure
Not sure, we just moved here 2 years ago.
Not that I am aware of
not that I know of.
Not to my knowledge
Parents are offered informational support
Presentations
reduced lunches, counselors for discussing issues
Sometimes
Sure
Sure food stamps and free foods can be obtained and emotional support should be given through the guidance department at school
The school like to place blame does not support.
Therapeutic services and free lunch
There is a guidance counselor that students and parents can speak to about concerns.
There might be Support Systems but I am not aware of them.
There should be more than guidance counselors to support the child's emotional and mental health within the school. Most families need to do it on their own outside of school.
Unknown
Unsure
Very little family engagement at [redacted school name]
We have ESS, I have seen classes for parents for ESL, HSO
We have found emotional support through the counselors and guidance department.
We have never needed to access this support so we are unaware of it
within our family
Yes
yes but Our school doesn't sensitive to the other family. they only likes to stakeholders.
Yes I believe services for emotional support through guidance counselors is in place, food services for those who need it etc
Yes, but we don't use any
yes, counseling and financial support for those in need
Yes, guidance counselors at school
Yes, Help for meals, Counselors
Yes, there was free lunch for two years, free access to technology, especially during remote learning, guidance counselors, mental health liaisons, many parent education seminars
Yes. Free or reduced lunch. Aid in required laptop/school fees. Counseling available to students.
counseling, HSO, Mahwah Tbird foundation, CST

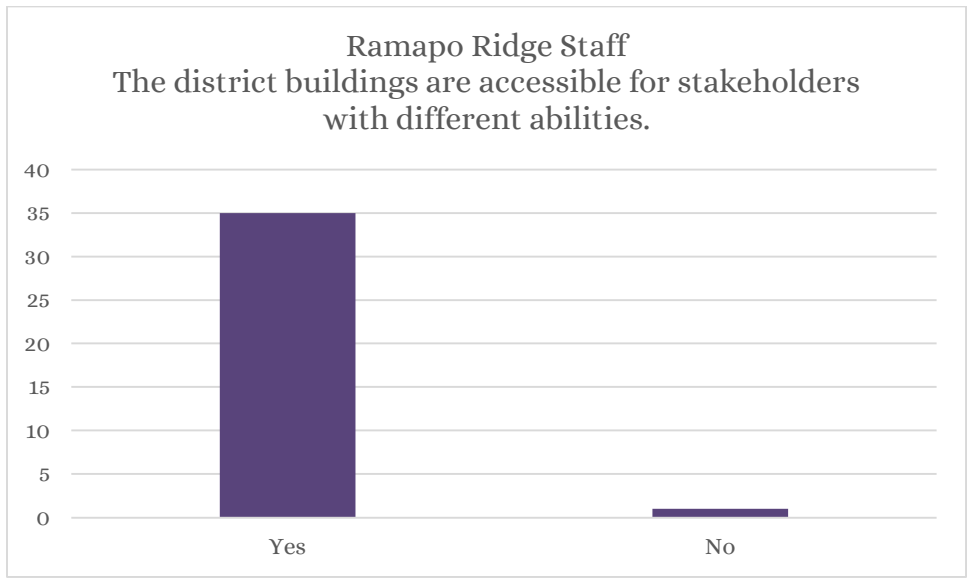


ESS is an emotional support system that we have. I am honestly not sure about a financial support system aside from Free and Reduced Lunch.
ESS, Free lunch, school therapy
Free and reduced lunch
free and reduced lunch, outside local agencies within the community for counseling services plus guidance to some extent
guidance department, social services
I don't know - new to district
I know there are, I'm not sure specifically.. I think district social workers, therapists, insurance for injuries during school events
I'm learning more on this topic but it is not made obvious
I'm not sure about the support systems.
In my experience as a supervisor, I know that there is a system for free and reduced lunch students; when there are any activities that incur a cost, like AP tests, or field trips, or competitions, there is a system to follow so these students can participate. The new [redacted name] has also done a ton of work to make sure that the students and families have the information they need when interfacing with the district.
no experience
Parent Academy
Resources for uninsured, language learning
Stiga Free
There are counselors available but I have no first hand information regarding financial supports.
variety of resources and supports from various sources
Yes - Counseling services, financial assistance for certain trips and events.
Yes, although some parents and families are probably not aware of these supports or feel uncomfortable asking for help.
Yes, families have multiple resources they can utilize for both financial and emotional support
Yes, financial assistance for field trips and lunch. Emotional-guidance, CST and ESS
yes, one example is that families who cannot afford special events such as field trips have their fees covered by the district or HSO
Yes. ESS, school counselors, Child Study Team are available.
Yes. Free and reduced lunch assistance.
Yes. We provide several resources for families struggling with mental health issues, financial issues, etc. Within our school we have a therapeutic program for students. For those who received free and reduced lunch, we support the families with funding through the BOE for field trips and special events as needed.





Yes	94.90%
No	5.10%



Yes	97.22%
No	2.78%



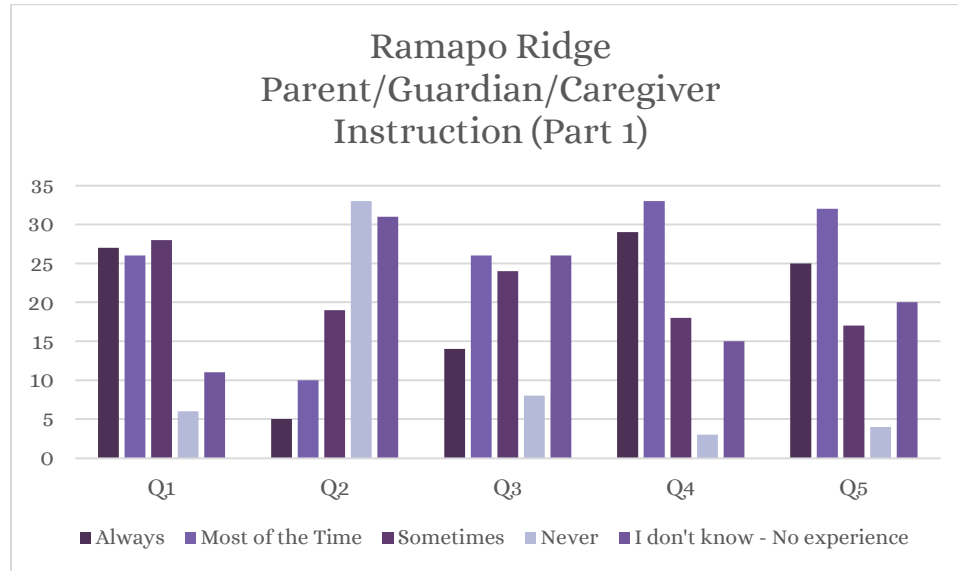
If no to the above question, please provide additional information.
I am not sure but don't have any personal limitations so might not notice
I believe emotional support is needed
I do not have different abilities, so it is not fair for me to assess whether the building is accessible for people with different abilities.
I don't feel I know enough to answer this but I know [redacted school name] had no access for wheelchairs and this was brought to the attention of the school
It's unclear what you're asking.
Look at the [redacted school name] Instagram. That's proof How many times do you see the face of an Asian kids? They don't want to share equity. doing publicity for soccer kids. I don't even see Asian kids who are acting as school representatives in Bergen County. (band & chorus) no high school. only middle
Not all spaces are wheel chair accessible, not all restrooms are updated for gender identity, etc.
I don't doubt or deny the school's efforts to engage our diverse community, but the participation is typically the same sub-group of families.

Section 2 Comments:
Family isn't involved at all in my 2.5 years experience at [redacted school name]
As a supervisor, I receive many of the communications that are sent home, but am not part of the team that decides to who, how, and what is communicated. There was a time when we were sending out district emails for each of the month's and the focus of that month aligned with themes like Women's History month and Black History month, I have not seen any communications like that this year. I am periphery to the "activities side" of school so I can't say for sure what happens. I can say that most people have good intentions. But again, I am open to seeing what we can fix.
I can speak to my own involvement and the communication I see sent home but am limited to that information.
I've seen a great deal of growth in our efforts to engage different sub-populations in developing and executing a shared vision.



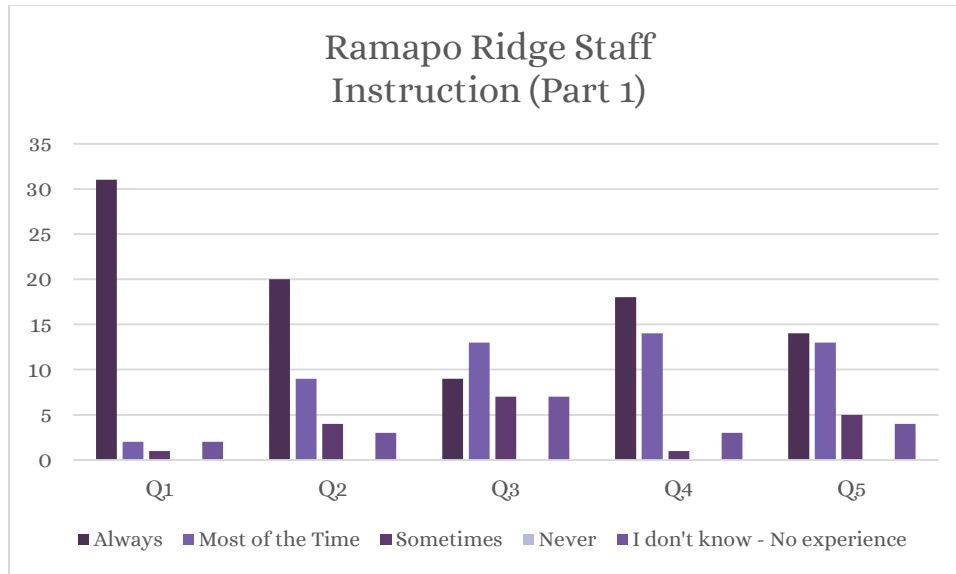
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.



	Q1	Q2	Q3	Q4	Q5
Always	27.55%	5.10%	14.29%	29.59%	25.51%
Most of the Time	26.53%	10.20%	26.53%	33.67%	32.65%
Sometimes	28.57%	19.39%	24.49%	18.37%	17.35%
Never	6.12%	33.67%	8.16%	3.06%	4.08%
I don't know - No experience	11.22%	31.63%	26.53%	15.31%	20.41%



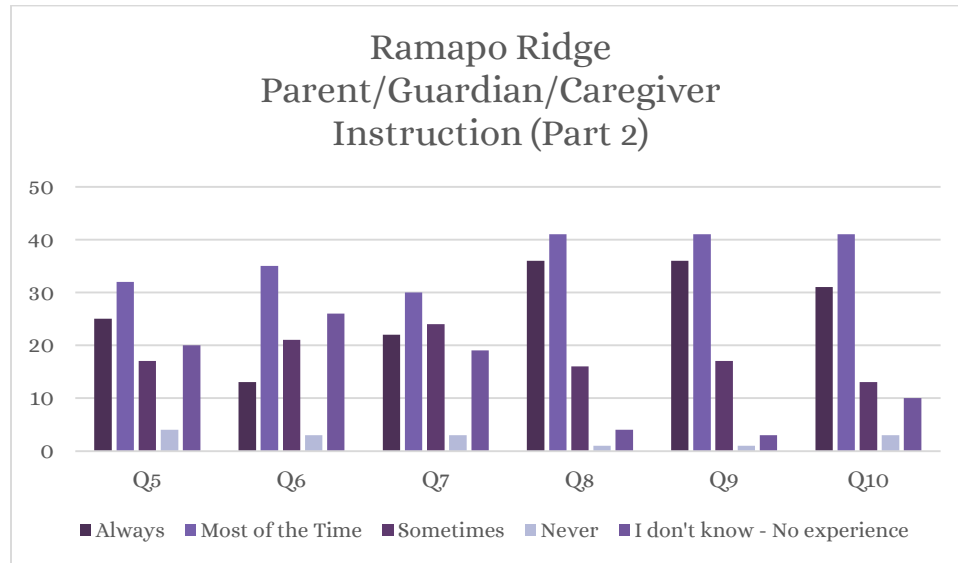


	Q1	Q2	Q3	Q4	Q5
Always	86.11%	55.56%	25.00%	50.00%	38.89%
Most of the Time	5.56%	25.00%	36.11%	38.89%	36.11%
Sometimes	2.78%	11.11%	19.44%	2.78%	13.89%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	5.56%	8.33%	19.44%	8.33%	11.11%



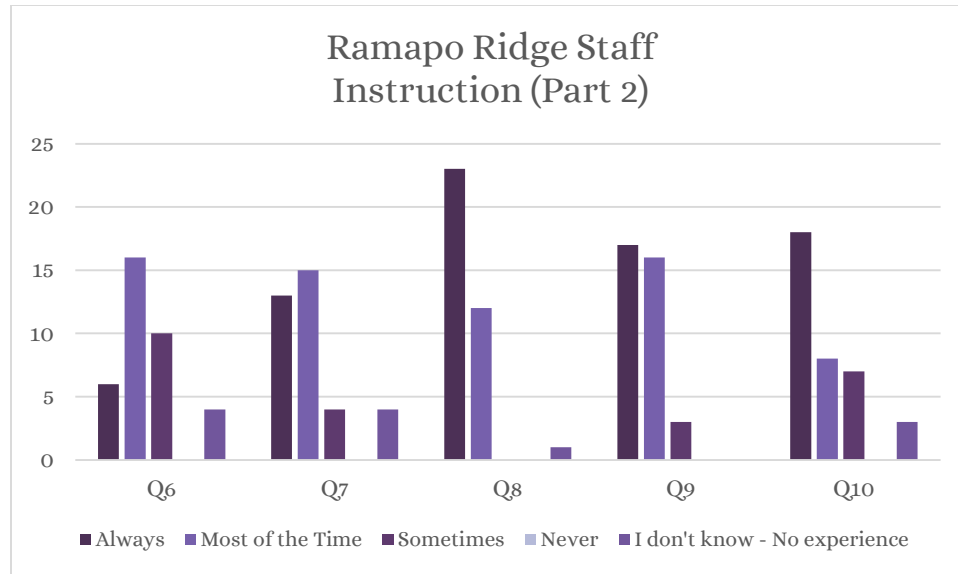
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.



	Q6	Q7	Q8	Q9	Q10
Always	13.27%	22.45%	36.73%	36.73%	31.63%
Most of the Time	35.71%	30.61%	41.84%	41.84%	41.84%
Sometimes	21.43%	24.49%	16.33%	17.35%	13.27%
Never	3.06%	3.06%	1.02%	1.02%	3.06%
I don't know - No experience	26.53%	19.39%	4.08%	3.06%	10.20%





	Q6	Q7	Q8	Q9	Q10
Always	16.67%	36.11%	63.89%	47.22%	50.00%
Most of the Time	44.44%	41.67%	33.33%	44.44%	22.22%
Sometimes	27.78%	11.11%	0.00%	8.33%	19.44%
Never	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	11.11%	11.11%	2.78%	0.00%	8.33%

Section 3 Comments:

How exactly as a parent would I impact curriculum? I was never invited to create curriculum. Sure I help my children with their homework and probably know more than they average parent of what my children are doing in school. As a conservative child from a family of 2 educated parents where mom is a stay at home mom and dad works, my children NEVER see themselves in material presented at school. Books being read in school as part of the curriculum always include so many “underrepresented” populations they never touch home with my children. students are only engaged with materials representing far left topics- some of which are not even considered factual like climate change and gender ideology. My daughter is far above grade level in language arts and she is not offered advanced or honors classes in language arts at the middle school level. She is not being challenged in general curriculum to work at her level.

I answered that "no," I do not have impact on the curriculum. But parents should NOT be able to have an impact on the curriculum. The state of NJ sets forth standards, and the district trusts its professional teachers to transform those standards into dynamic curriculum. There is no room for parent voice in this process. I think it's ridiculous for parents to think or feel entitled to have an opportunity to change the curriculum, especially by restricting information that can/should be taught.

I think the special education program needs to be modified and more accessible. More group work should be in place.

Materials and activities to improve students’ emotional intelligence, morals, communication skills and art should be included in the curriculum.

More consideration should be given to kids that don't do well working in groups. For example, consider who they are grouped with, give them the option to work alone sometimes, etc.

My daughter says so far this year, she hasn’t learned about any cultural, diversity or global issues especially related to Asian Americans like she did at [redacted school names]. Other than that, its hard to answer since I dont know whats going on at the school other than what my child tells me. As far as I know, parents dont have the opportunity to make curriculum suggestions here but maybe I missed the email or meeting?



Progress reports and report cards assess students' strengths and weaknesses.

students who are regular ed and at regular pace are looked over as teachers are spending most time on classified or troubled students

As the [redacted], this is the area I am most proud of, and also believe that we have areas for growth. We are moving in the right direction, addressing all of the state mandates for inclusion like Amistad, Holocaust, AAPI, Disabilities and LGBTQ+. We do this through a civics lens, a perspectives lens, and the foundation of a multicultural democracy.

This year we have frames our middle school program through a civics lens to fulfill the civics requirement. The world geography classes start with the Declaration of Human Rights, and the U.S. History class starts with the Preamble of the Declaration and Constitution. The hope is to then use these documents to spiral through the year and keep returning to essential questions connected to these themes.

It is a work in progress. It is happening more in some classrooms than others. But I hope to continue this push as we continue to implement this new curriculum (written this past summer.)

We are also focused on civil discourse expectations so that there is room in the classroom for differing opinions and room to feel discomfort with difficult topics.

This starts as early as 6th grade and continues to the high school. We highlight the past as well as present day issues, and make connections between them and our behavior as citizens within a community.

We have a cycle course called Project Citizen where these themes are direct and overt.

I am hoping that central office has shared this curriculum with you.

Our required curriculum also naturally fits into all of these lenses - but we make a concerted effort to highlight all of this content within and beyond the standards.

[redacted]

Again, I believe everyone has good intentions. I am interested to see what the community thinks.

We have done work in the past three years providing professional development with the NJ State Bar Foundation on the Amistad mandate and with Rockland Community College and Ramapo College on the Holocaust mandate. Our teachers felt this work was powerful and meaningful and have already started implementing these teachings in our classrooms.

The feedback I receive from the teachers is that they fear there is not administrative support when parents push back on these initiatives. For example, the world history students did a lesson on the hate crimes in the Asian American communities due to Covid. students did research, created pamphlets based on their research. After checking pamphlets for accuracy and appropriateness, the teachers posted them around the building. This was a common practice for other activities. A parent complained, and my teachers were asked to move the pamphlets to a bulletin board. The teacher perception of this is a lack of administrative support.

Another example is teachers are asked to document what they do for Black History month for the building. The document is shared with the entire staff. One of my teachers was excited, did a lesson connected to this request, shared it with me and the administration. I thought it was entirely appropriate. We were redirected by administration to only do content that was directly connected to the curriculum. The teachers perceive this to be a mixed message and a lack of support. I agree.

Teachers in the middle school differentiate well, but there is always room for growth. [redacted] team members are really talented and I have been in the progress of sharing their techniques with the rest of the department.

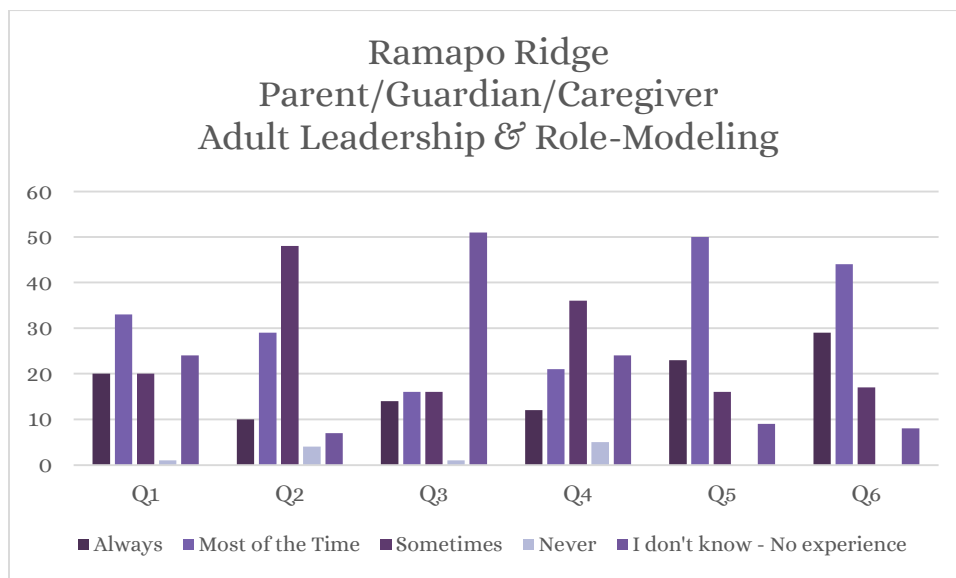
I think it's a problem that offering our students field-based experiences through our community connections are sometimes deemed "distractions" from student learning despite constant messages about promoting equity and community partnership.

My answers above reflect my approach in the classroom with my students.



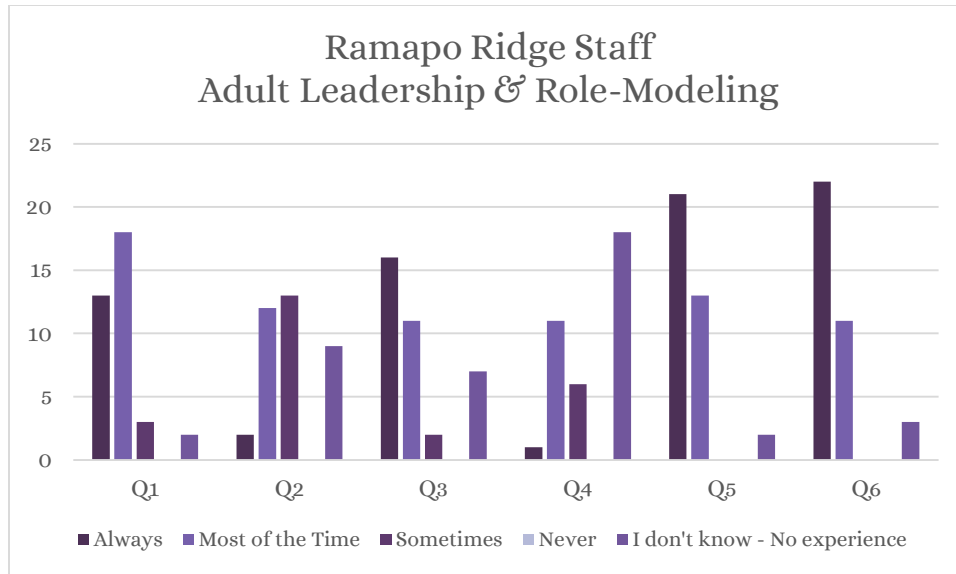
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	20.41%	10.20%	14.29%	12.24%	23.47%	29.59%
Most of the Time	33.67%	29.59%	16.33%	21.43%	51.02%	44.90%
Sometimes	20.41%	48.98%	16.33%	36.73%	16.33%	17.35%
Never	1.02%	4.08%	1.02%	5.10%	0.00%	0.00%
I don't know - No experience	24.49%	7.14%	52.04%	24.49%	9.18%	8.16%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	36.11%	5.56%	44.44%	2.78%	58.33%	61.11%
Most of the Time	50.00%	33.33%	30.56%	30.56%	36.11%	30.56%
Sometimes	8.33%	36.11%	5.56%	16.67%	0.00%	0.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	5.56%	25.00%	19.44%	50.00%	5.56%	8.33%

Section 4 Comments:

I have witnessed favoritism to certain students from specific teachers first hand and do not feel it's fair to the other students.

I think teachers have favorites and it's noticeable-but I don't think it's based on race

I'm not really 100% sure what happens at school but my daughter seems to like most of the teachers. As for the parents, let's just say, some of the ones I worked with through my many HSO activities don't act like they remember me. My daughter complained the other day, many of her nonAsian [redacted school names] classmates from K-4 don't remember her even though we've been gone only one year. We're lucky though to have a close circle of friends.

My son has already witnessed a difference in how town athletes are treated at school versus mainstream kids. Additionally parents in town are often fearful of school teaching our children anything involving gender, sexuality etc. For goodness sake, there was a whole thread dedicated as to whether we NEEDED an equality audit. We are a very liberal family and try to see things from all angles. Additionally we are Jewish which places us in a minority religious group. We send our son to Jewish sleepaway camp that embraces "audacious hospitality" meaning any color, gender, orientation etc is welcome. He is around staff and campers ranging from heteronormative to transgender. He is aware of using appropriate pronouns and language. We feel that this exposure will prepare him for the diversity that is the real world beyond our town. I am not always sure parents in town are as open-minded, aware of their own biases and/or would speak up if they witnessed someone being discriminated. Unfortunately this trickles down to their children as well.

My son has only been in [redacted school name] for a few months. Some of the answers are based on my older son's (who is no longer at [redacted school name]) 3 years of experience there.

Not all students and parents are treated fairly. Some are labeled (difficult, trouble maker, etc.)

School and some staff have a lot to learn regarding fairness and federal special education law

The staff has been amazing in [redacted school names]!



These questions are [redacted]. People are only open minded when it comes to accepting the gender ideology being promoted by the far left. My children and I find it highly offensive and politically divisive that staff are allowed to wear pride apparel and decorate their classroom with pride flags and decorations. Would a teacher in the district be able to plaster the pro life baby feet symbol on their shirts or decorate their classroom in pro life gear? “Sexualized” content should not be celebrated in school. There is a difference between accepting people as they are and providing a stigma free learning environment and celebrating sex with young children.

I am going to say that most people in the building have good intentions. I have not seen anyone do anything that is overtly discriminatory. But I also believe that we don't know what we don't know. After reading Malcolm Gladwell's Blink I realize that there is a lot we take for granted about implicit bias. This for me would be a great district read to help people see what happens in the brain without us knowing it. This depersonalizes it a lot. This is what I did when I taught a contemporary issues course in my former district.

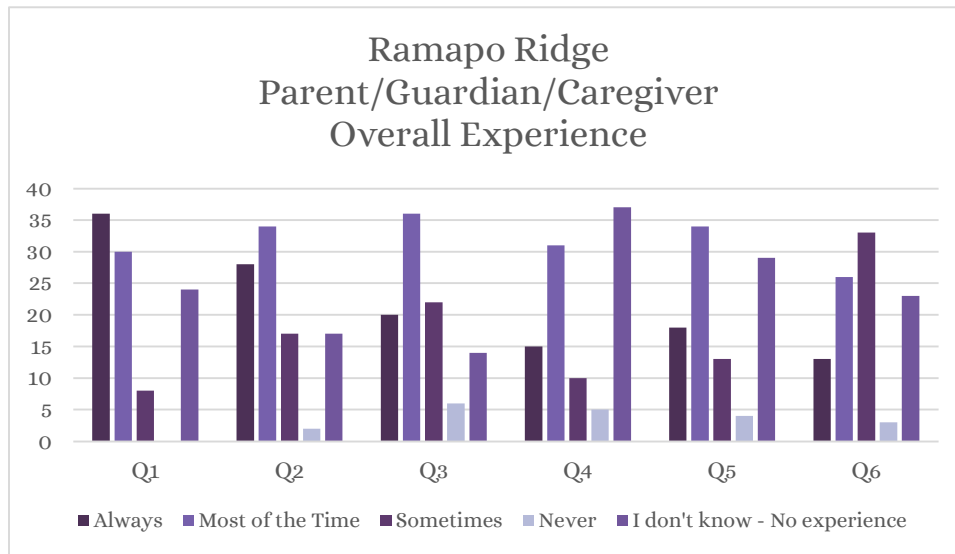
I can't accurately speak to all interactions between staff/students and staff/families. I seek to treat students fairly in my classroom and address incidents of discrimination when I see them.

I like to think that we are self-aware, but it's hard for me to recognize that as a part of the overwhelming majority. I'm intrigued to see what other demographics of participants share.



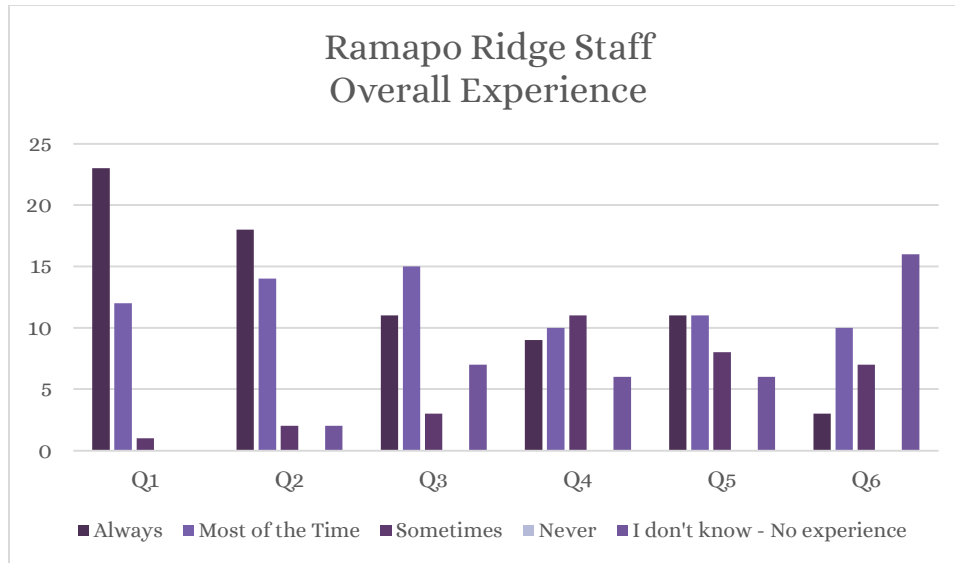
Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	36.73%	28.57%	20.41%	15.31%	18.37%	13.27%
Most of the Time	30.61%	34.69%	36.73%	31.63%	34.69%	26.53%
Sometimes	8.16%	17.35%	22.45%	10.20%	13.27%	33.67%
Never	0.00%	2.04%	6.12%	5.10%	4.08%	3.06%
I don't know - No experience	24.49%	17.35%	14.29%	37.76%	29.59%	23.47%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	63.89%	50.00%	30.56%	25.00%	30.56%	8.33%
Most of the Time	33.33%	38.89%	41.67%	27.78%	30.56%	27.78%
Sometimes	2.78%	5.56%	8.33%	30.56%	22.22%	19.44%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	5.56%	19.44%	16.67%	16.67%	44.44%

Section 5 Comments:

Admin picks and chooses who they want to target. School needs training on how to interact with students. I will not answer these questions I much rather address them in person so I will bypass most questions

It would be nice to see a holiday recognizing a Hindu festival in the school calendar. Mahwah has a considerable Hindu population, and a day off to celebrate Diwali with family would be a great way to give recognition to a religion and culture, so that children can celebrate the day of their holiday, without putting it off to the weekend or having a rushed festival at the end of a long day. To my family, this would be a way for our school system to honor and respect the religion we practice at home, which would in turn further demonstrate inclusiveness.

Mahwah residents started a Community Pride celebration 2 years ago. It is well attended but last year there were protesters :(

Progress on the district level has been very promising far but upset to see the anti-diversity voices growing on the BOE with this last election.

Seems forced

The district and BOE talk about equity and inclusion constantly. Talk is cheap actions speak louder than words. Equity and inclusion goes beyond making sure select groups of people feel comfortable and are treated fairly. The general climate in Mahwah schools is really miserable.

The middle school talks a lot about kindness but the students seem to get away with being pretty mean to kids who are different in any way

these inclusion discussions only occur at school board meetings, and are always politically tinged

I think it's terrific that we are doing this. However, promoting equity and defending it are two entirely different things. Last year, a parent complained that an SEL video on community had a transgender flag visible for a second. The video was subsequently taken down and removed due to this one parent. Instances like this can't happen if we truly foster inclusivity and equal representation. As a teacher, it's



difficult to feel supported in promoting this vision when we are so quick to backtrack the first sign of static from the community.

My answer to this is I believe the hiring of your consultant firm is a first step. I have always been supported in my wants and needs for my department. But I did much of my work before DEI became a hot button issue.

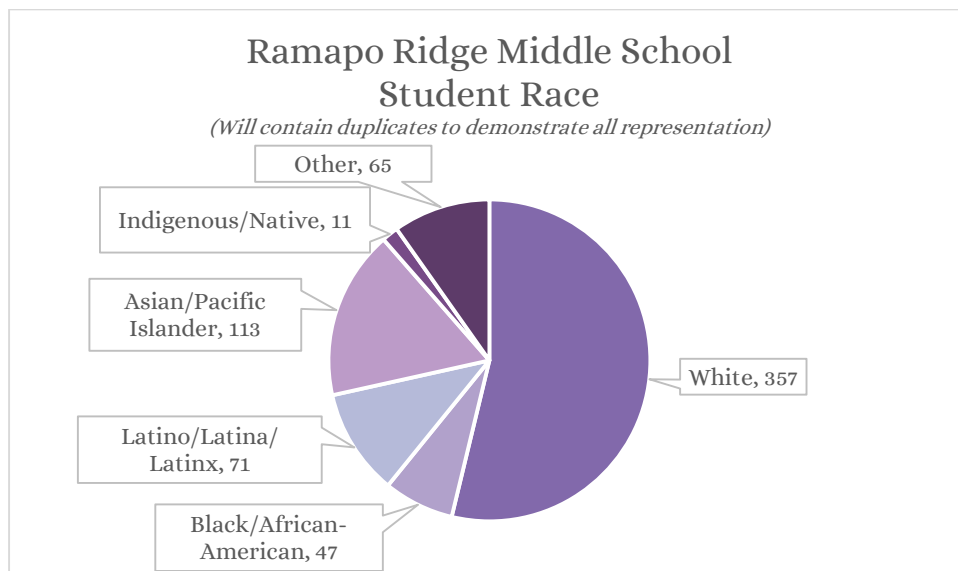
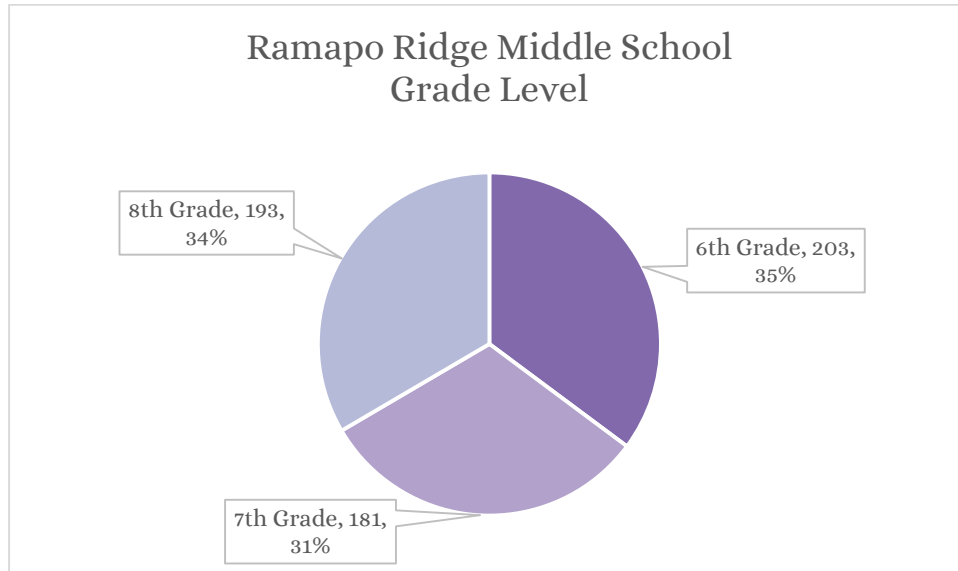
When we did our curricular review, I made sure to connect all of the work that we did to specific standards. The mandates for things like Amistad and AAPI are separate from the standards - more an umbrella - then specific - which works when you want to apply in an overarching way - but not if you are justify work. This connection to specific standards was out of a protectiveness of my teachers and a knowledge of the push back that we may receive from certain members of the community. But this for me is not in the spirit of inclusivity.

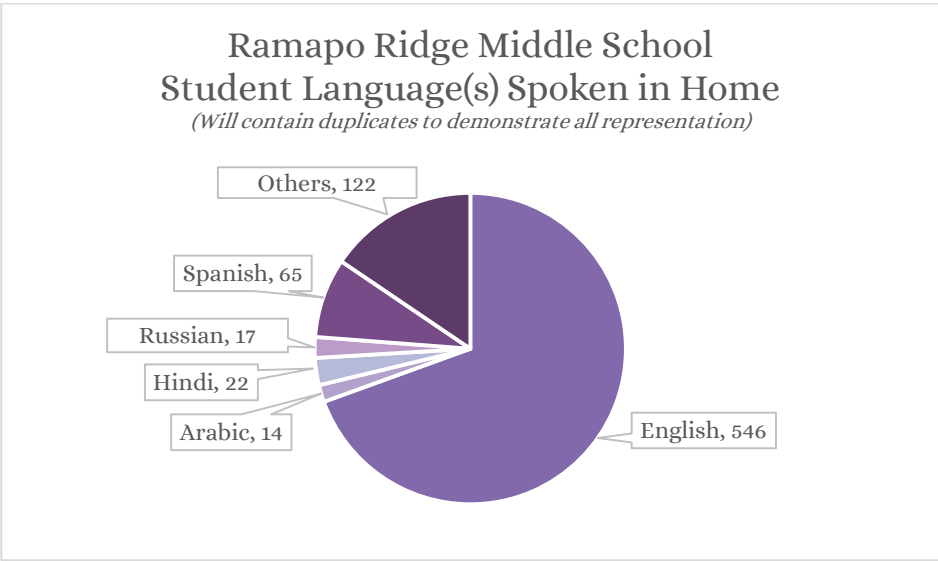
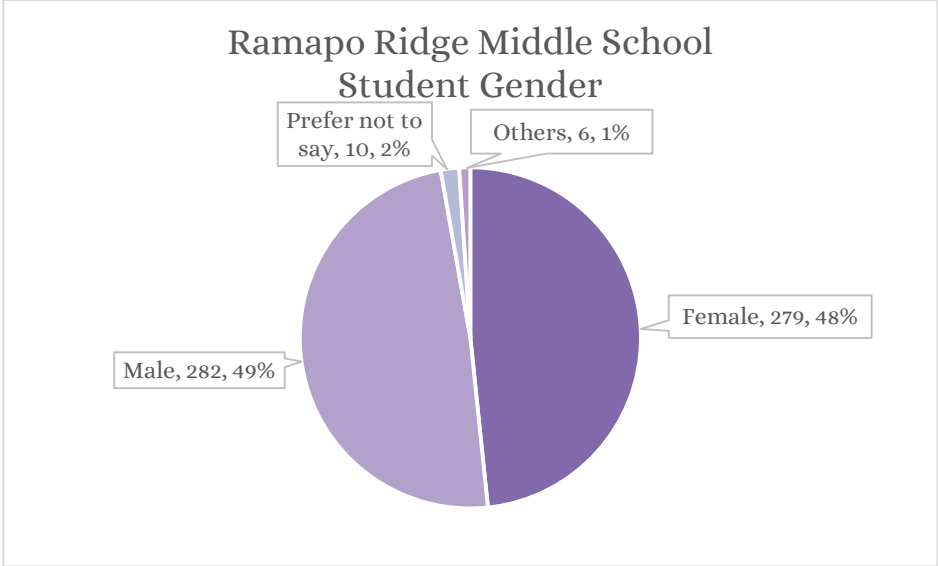
I have felt this questioning from parents and the principal in this building and it feels like I am defending myself rather than sharing the curricular experience for students.

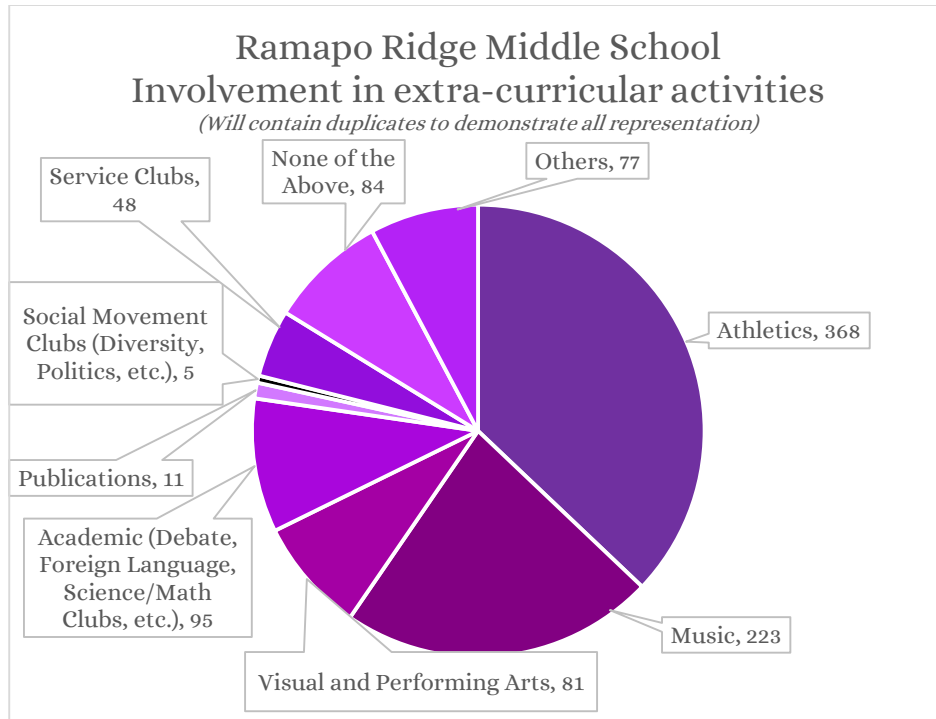


Mahwah Township Public Schools Ramapo Ridge Middle School Student Survey

Student Survey Respondents: 577

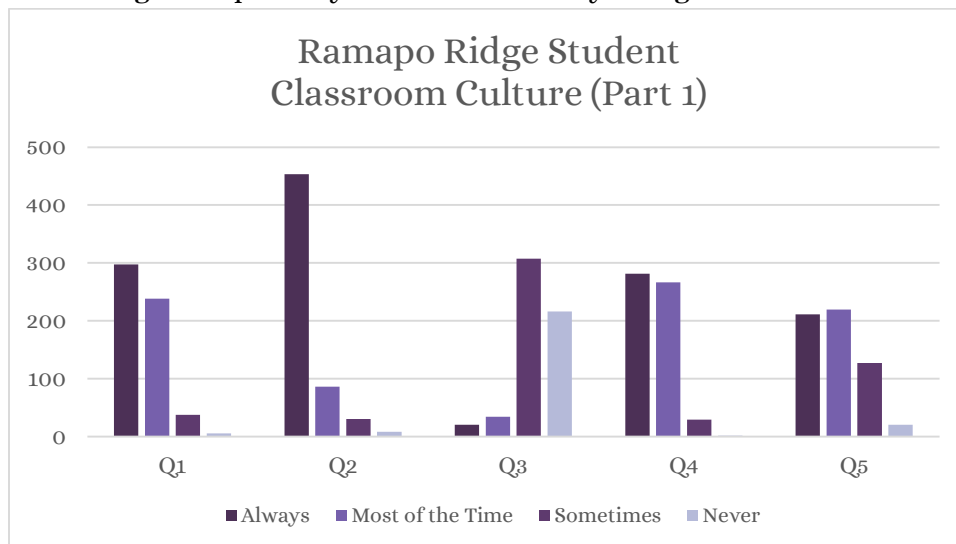






Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.

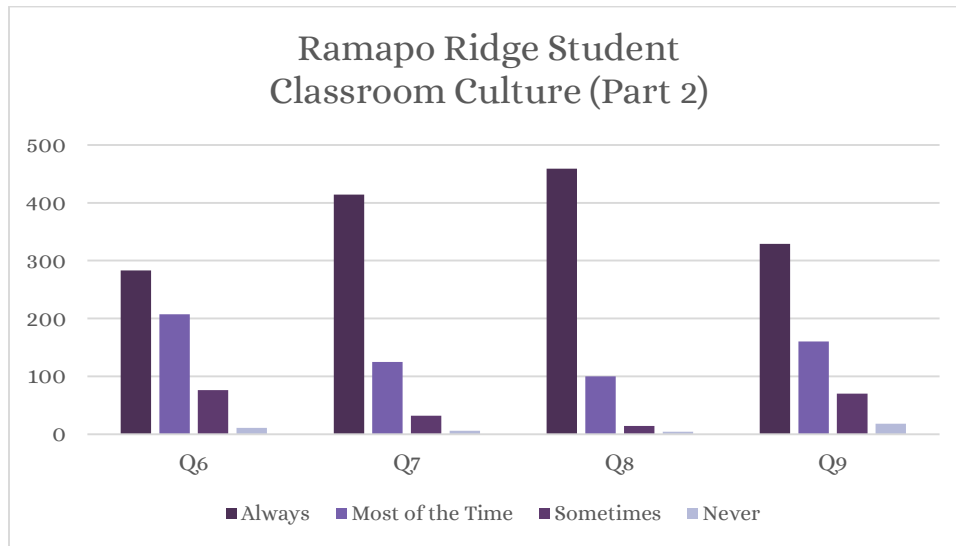


	Q1	Q2	Q3	Q4	Q5
Always	51.47%	78.16%	3.29%	48.35%	36.40%
Most of the Time	41.25%	14.90%	5.89%	46.10%	37.78%
Sometimes	6.41%	5.20%	53.21%	5.03%	22.01%
Never	0.87%	1.39%	37.26%	0.17%	3.47%



Section 1b: Classroom Culture - Questions and Responses

- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students'.



	Q6	Q7	Q8	Q9
Always	48.70%	71.40%	79.20%	56.67%
Most of the Time	35.88%	21.66%	17.33%	27.73%
Sometimes	13.17%	5.55%	2.43%	12.13%
Never	1.91%	1.04%	0.69%	3.12%

Section 1 Additional Thoughts:

i think the consequences are too much for the silly actions. i havent had deattention this year or a saturday but my friend has i wont say his name but a got a saturday becuase he didnt put his computer away when asked. i think a reasonable consequence is a lunch detation

It bothers me by how much homework I get each day because somtimes its too much for me to handle. You see, I have imporant things to do on tuesdays and wendsdays. I can not specificaly tell you what those thing are.

Advisory schedule could be better.

Almost everyday I see kids in the hallways being mean to each other, and sometimes they can be mean to me.

I believe certain people get treated better.

I dont think bullying is the issue though I have seen some people do mean things that they dont mean. At the end of the day we come together and we are one big school again.

I dont think some consequences are fair then others

I don't think that some of the consequences put on students are fair.

I enjoy school and it is fun

I enjoy school, I have lots of good teachers and best friends. :))



I feel as if the guidance staff is a little too confrontational when attempting to connect with students, and it can feel more anxiety inducing than comforting.
I feel comfortable at school in all ways
I feel conation to my friends , family.
I feel like when I do something something gets in the way that's feels like i'm being pressured is it's stressful.
I feel safe at school but I feel like I get punished for no reason and get in trouble for no reason, but that is rare.
I feel that some times the punishment doesn't fit the action.
I feel that teachers demonstrate favoritism while saying they do not have favorites. They may mostly just call on the students they like or when they see a minor bullying incident may not be very impartial if it involves a favorite student.
I have not seen or experienced any bullying in this school but slight picking on others like people yelling at others when they made mistake like "That's so stupid of you!"
I just would like to be able to see my friends more often and I know people always say that you will make new friends but that is not always the case I barely see my friends because there all the way on the other side.
I LIKE SCHOOL
I see people getting left out sometimes.
I think if something like bullying happens the teachers should check for proof rather than listen to whatever the student says first.
I think that a lot of people are biased and people sometimes treat other people better than me.
I think that more people should watch out.
I think that sometimes the [redacted] teachers have favorites and kinda let it influence how they treat those students.
I think that there is sometimes bullying, but not physical bullying.
I think the "No Cell Phone" Rule isn't enforced enough because a lot of kids use their phones in the bathrooms and I try to enforce it but usually they just keep using their phone.
I think there is bullying in school but I never witness it happen.
I think this school is perfectly safe.
I want to get into high honors, and be successful
its a very good school
Make lockers bigger (please) and also give us space between the lockers please I always get squished
Nice school, just middle school sucks... so many classes and moving...
Nope, thanks for asking though!
People call me a tattle tall like [redacted names]
shorten school days
some people make fun of me or complain that the stuff I get to help me is unfair.
Some teachers are amazing. Some treat students like their favorites and some treat students really bad.
Some teachers do not treat students fairly based off of academic scores.
Some teachers jump to conclusions.
some teachers pick favorites
Some teachers punish other kids differently or less for the same actions.
Sometimes teachers put a lot of stress on us like when we get something wrong they get mad but all of my class mates try and I know it. Or when you didnt hear them and you ask to here again they get mad.
Sometimes when me and another person does the same thing I get a worse punishment.
sometimes when two people do the same thing that is wrong, one person get's in a lot of trouble and the other person barely even gets punished



Teachers need to start letting us go to the bathroom 100%. And not get mad at us for taking a long time in the bathroom. its not fair. and why am I not allowed to have a different collared lock on my locker? there is absolutely nothing wrong about that. I should not have time taken away from my class to be called down to guidance just to take my collored lock off my locker because the principle doesnt want it there. and [redacted school name] needs to fix there system with dropping off students. I should not get detention for coming twenty minutes before I have to go to my classroom And having to wait in the line outside of school and then the school telling me im tardy even though the only reason I was tardy was because of the line the school caused.

the bus can have bullying and a lot of physically things

The teachers are great. so are the guidance counslers.

This survey is odd.

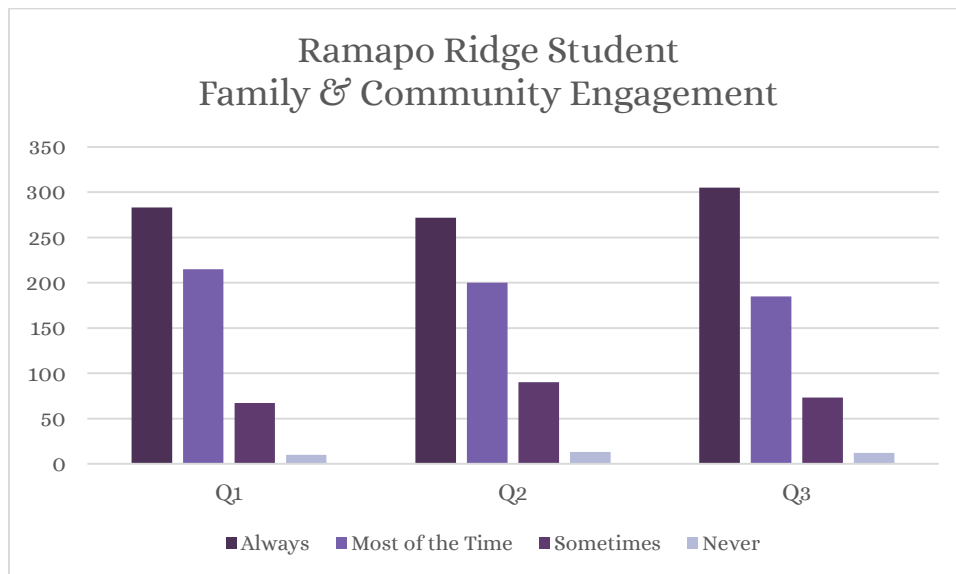
Too much homework, causes stress and sometimes anxiety

We usually don't interact with the [administration] in general

When I say bullying is sometimes present, i mean it in it happens once in a while, but not usually. I also mean when I say i am sometimes encouraged to speak my truth, i mean i am. Except if it is mean or unkind.

Section 2: Family & Community Engagement - Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people at school.
- Q3: I feel connected to many people outside of school.



	Q1	Q2	Q3
Always	49.05%	47.14%	52.86%
Most of the Time	37.26%	34.66%	32.06%
Sometimes	11.61%	15.60%	12.65%
Never	1.73%	2.25%	2.08%

Section 2 Additional Thoughts:

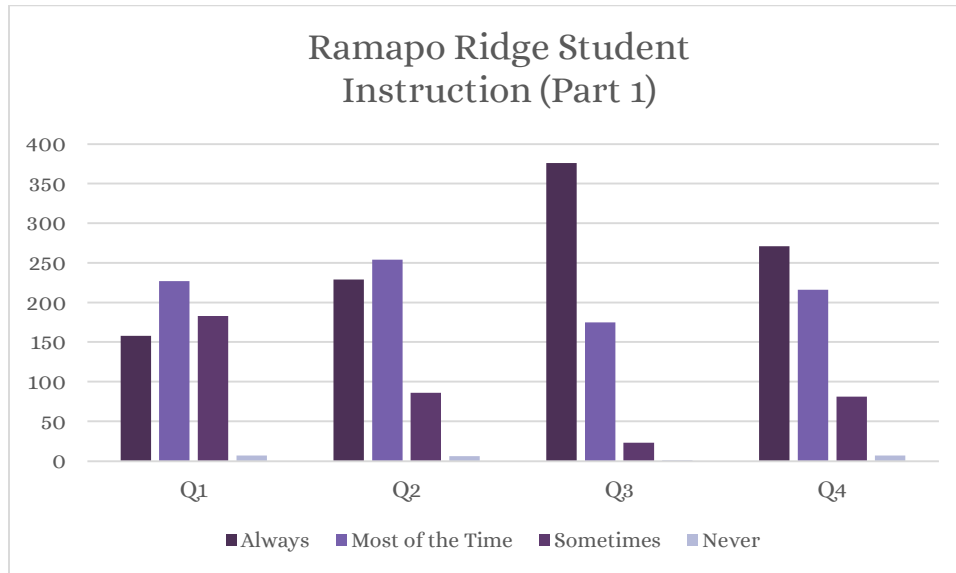


everything is fine
I am not afraid to be social.
I am very connected to my teachers.
I connect with all of my friends all the time.
I connected to a lot of people.
I don't have any
I don't have many true friends.
I don't trust people who look like they are trying to humiliate me.
I feel like there isn't much engagement when it comes to parents and schools (in my opinion)
i have a lot of friends in this school
I have a lot of great friends, in and out of school and I have some great connections.
I have great friends that make me happy :))
I have really bad social relationships.
I honestly dont have much to say other than Im happy with my life.
i just put a random answer for #1 idk what to put
i like my friends
I say sometimes because I only feel connected to my friends, and it's not like I'm friends with every single person at school and I don't know that many people outside of school so most of them are family.
I want to feel connected to other people more
I wish people wouldn't talk behind my back
i would like to switch lunch because i want to be with my friends.
im very close with people outside my school
Maybe at gym, because usually the boys in the volley ball team from last unit were being very rude and when me and my friend spoke up. They put us aside.
Some people like me and most others have a bunch of friends but some are alone at lunch and no one has ever done anything about it. I have a few times.
Sometimes I don't really feel connected to people outside of school.
Still think this survey is odd.
The division of the [redacted] students often stop me from seeing many of my friends.
The only people I really talk to are my friends.
The relationships I have outside of school help me in the school environment.
The school connects me to many people .
The world can be a nice place
There are definitely lot's of people I know can help me if i ever have a problem and there are lot's of people I can talk to if anything is wrong.
there is a lot of bullying so that is my reason for most of the time as answers for these.
Try to make more classes with the [redacted school name]
Why are these questions being asked?
Why can't we fill this out by ourselves?



Section 3a: Instruction – Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for my work and how it will be graded.
- Q4: I am given support when needed.

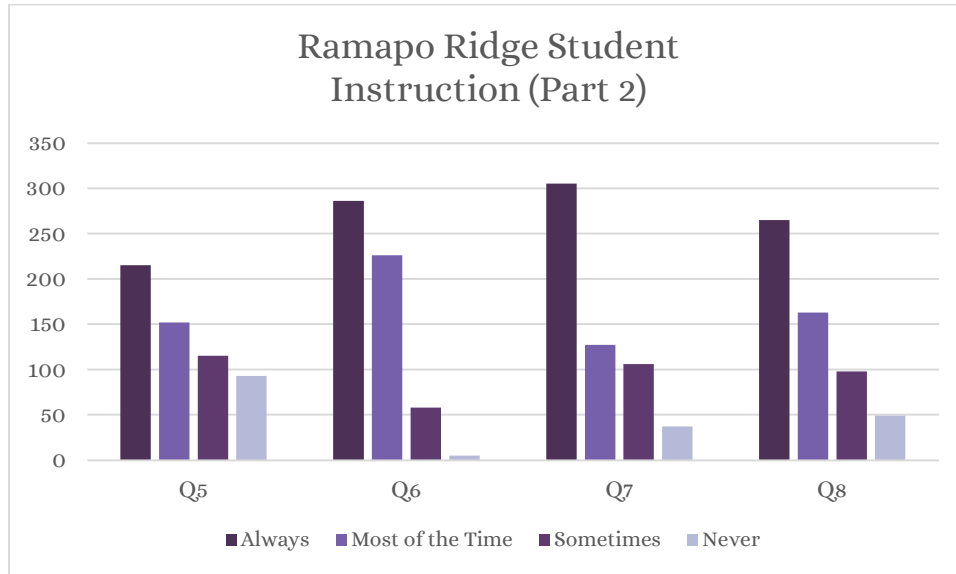


	Q1	Q2	Q3	Q4
Always	27.38%	39.69%	65.16%	46.97%
Most of the Time	39.34%	44.02%	30.33%	37.44%
Sometimes	31.72%	14.90%	3.99%	14.04%
Never	1.21%	1.04%	0.17%	1.21%



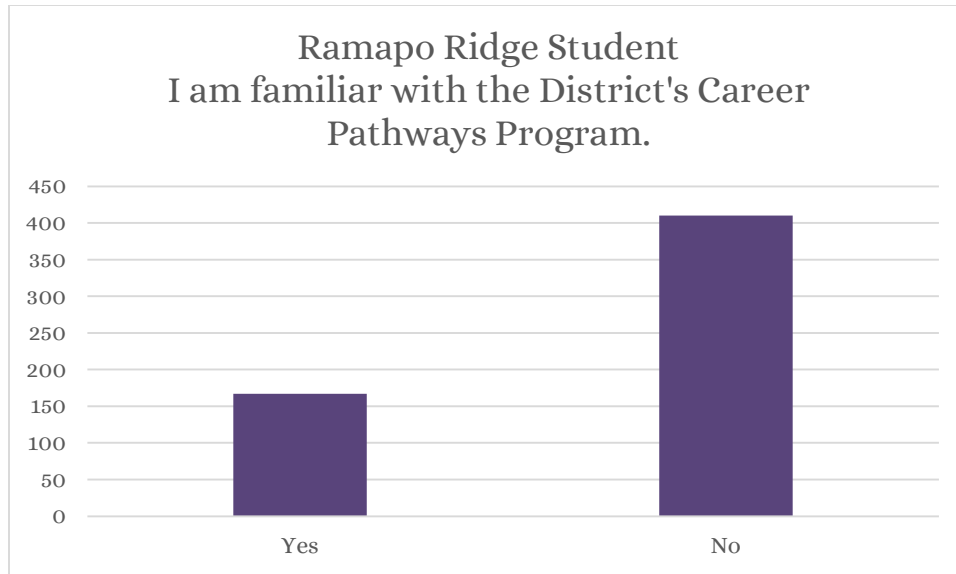
Section 3b: Instruction – Questions and Responses

- Q5: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q6: My teachers present ideas in a fair, balanced way.
- Q7: I am supported by adults to help make decisions about my life post-graduation.
- Q8: I am exposed to a range of educational and potential career options available for me after Mahwah.

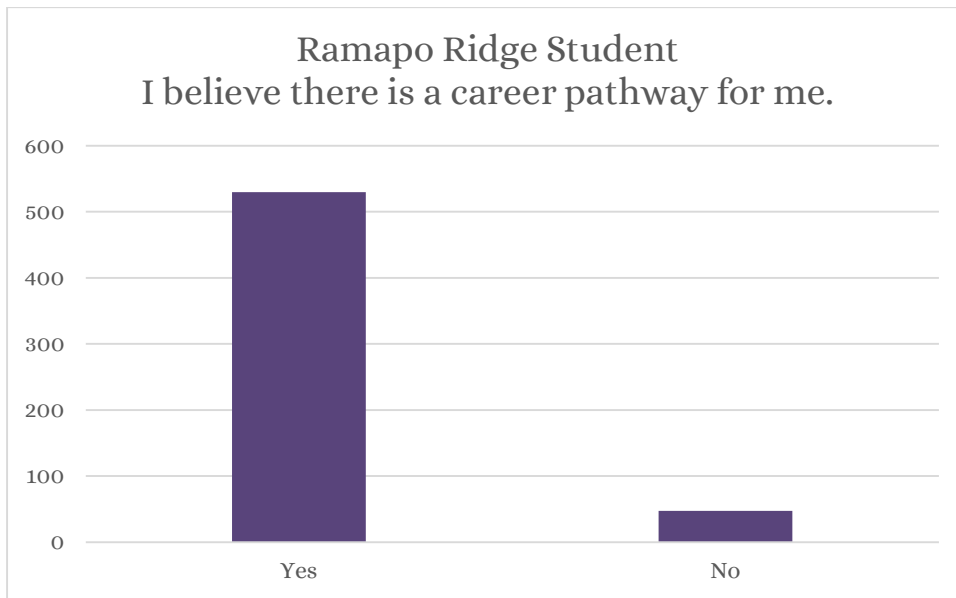


	Q5	Q6	Q7	Q8
Always	37.26%	49.57%	52.86%	45.93%
Most of the Time	26.34%	39.17%	22.01%	28.25%
Sometimes	19.93%	10.05%	18.37%	16.98%
Never	16.12%	0.87%	6.41%	8.49%





Yes	28.94%
No	71.06%



Yes	91.85%
No	8.15%

Section 3 Additional Thoughts:

At what age can you claim your working papers?

Career Pathway for me is being a Cardiovascular Surgeon.

I am in GT so I have no clue what this class is or if I will get to participate in it.

I believe I have the support needed

i didn't have pursute to pathways



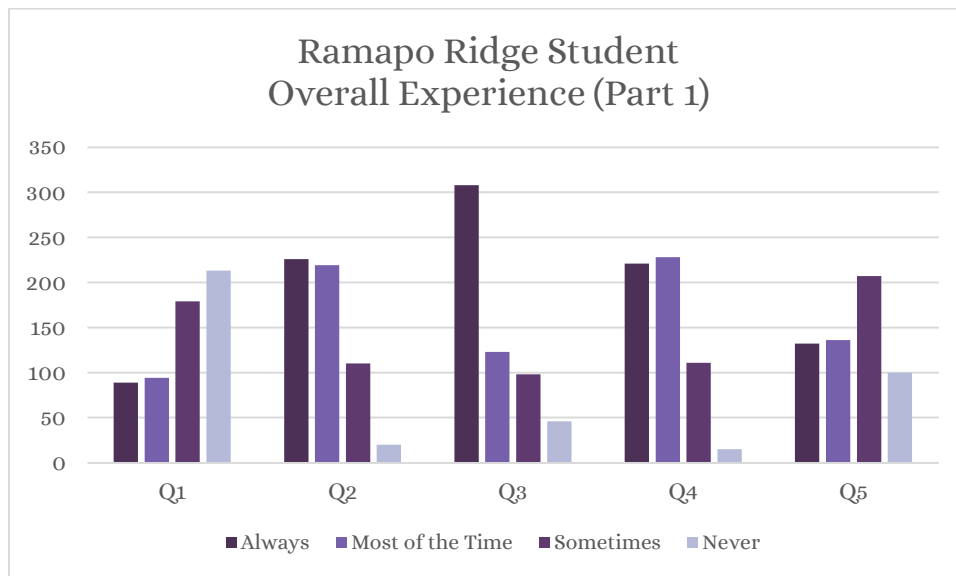
I dont have the career pathways class because I am in G&T, I think its pretty dumb that we have to completely cut some classes for G&T, which doesn't even cover similar things. why not have G&T (the FPS version) as an afterschool thing. And I understand that some kids may have trouble getting home without the bus, but maybe we could ask parents and inform them beforehand about it so that we can actually have cycle classes like art and career pathways.
I don't know what a career pathway is so I put if I believe I could pursue my career.
I don't know what I want to do when I am older, but I do believe that there is a career pathway for me. I would enjoy more extracurricular subjects/classes to help me figure out what I would want to do.
I don't like working with certain people. (I don't ONLY like working with my friends)
I don't really know what the Career Pathways Program is.
i have already passed the class
I have not thought about my career/future yet, I did not put "no" as my answer in a bad way, I am just still thinking about what I will do when I grow up.
I honestly said sometimes because most of the time I feel that there is nobody I am familiar with in most of my classes because they are in different classes. Then sometimes there are times where I feel like if I do group up I will be dragged down.
I hope there is a career pathway for me
I know if I work hard I will succeed.
i like legos
i like working alone
i really never knew about the other schools i can go to when i am done with mahwah
I think I have a bright future in football, possibly law school, and many other jobs.
I want to be a palientoligist.
i want to be a ski lift engineer
I want to be a writer and an author when I grow up
I want to become a big businessman when I grow up.
i want to go into more challenging classes like adcemic stuff
I want to have a job that pays me well.
I was kicked out of G&T ART
I will be the best soccer player ever 🏆 🏆 😊
I wish we could work in groups more often.
I would like to get into an Ivy League College, or a really good one.
I'm honestly not sure if there's anything out there for me.
I'm in 6th grade so I don't think I have to worry about my carrier post-graduation.
Iv'e never been asked about what I want my path to be in my future other than from my parents.
I've viewed the clubs in the future mahwah schools and I see many opportunities
[Redacted name] gives me a lot hope in my life moving forward
my career is is to be a doctor, but people say its to expensive
My parents always say: " Don't end up in [redacted] serving burgers!"
My parents and my aunt tell me about colleges.
Nobody helped me with post-educational decisions only because I haven't made those decisions before.
Room for inprovment
The career pathway helps me decide my career .
The only teacher that really helps me is [redacted name] estra hep at recess
These questions are odd.



We have never ever talked about what happens after [redacted school name]
What is District Career Pathways program.
What is the District's Career Pathways Program?

Section 4a: Overall Experience - Questions and Responses

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am curious about how people are similar to and different from me.

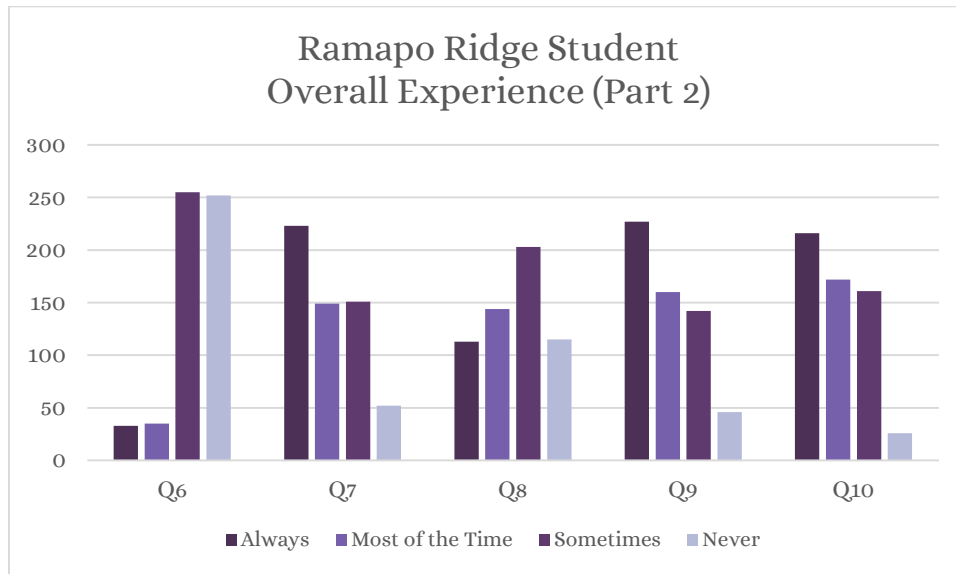


	Q1	Q2	Q3	Q4	Q5
Always	15.42%	39.17%	53.38%	38.30%	22.88%
Most of the Time	16.29%	37.95%	21.32%	39.51%	23.57%
Sometimes	31.02%	19.06%	16.98%	19.24%	35.88%
Never	36.92%	3.47%	7.97%	2.60%	17.33%



Section 4b: Overall Experience - Questions and Responses

- Q6: I see people in school being treated poorly because of who they are.
- Q7: I recognize unfairness and injustice (in history and current times).
- Q8: I see ways people are treated better because of who they are.
- Q9: I am taught skills on how to stand up against unfair treatment.
- Q10: I take responsibility for standing up to unfair treatment.



	Q6	Q7	Q8	Q9	Q10
Always	5.72%	38.65%	19.58%	39.34%	37.44%
Most of the Time	6.07%	25.82%	24.96%	27.73%	29.81%
Sometimes	44.19%	26.17%	35.18%	24.61%	27.90%
Never	43.67%	9.01%	19.93%	7.97%	4.51%

Are you able to be your authentic self at school? Why or why not?
Yes because I have my friends that have similar traits.
*idk
50/50, since I have a lot going on outside of school and inside of school.
A veces no siempre por que hay momentos que no puedo ser yo misma. [sometimes, not always because there are moments that I can't be]
Around my friends at school, I can be myself because they know me really well and like me for me.
for education
I always act like myself in school all the time. I am a person not afraid to show my real passion even if people see me in a negative or positive way.
I am able to be authentic at school because I feel accepted.
I am able to be me, I don't have problems with it, I thinks it because I try to be funny.
I am able to be most of my authentic self at school. This is because of the people against my sexuality or any traits I have of being neurodivergent.
I am able to be my authentic self at school because I don't feel pressured to pretend to be someone else.



I am able to be my authentic self at school, because I feel no one judges me for my looks, traditions, or personality.
I am able to be my authentic self at school.
I am able to be my authentic self at school. I have friends, who I sit with at lunch, and other friends who I can say hi to in the hallways.
I am able to be my authentic self at school. No one forces or encourages me to behave a certain way.
I am able to be my authentic self because I dont care what other people think of me
I am able to be my authentic self because of my friends, and teachers. And I feel happier being myself.
I am able to be my authentic self most of the time because I have friends that I hang out that I could be myself with.
I am able to be my authentic self most of the time because there is nothing wrong.
I am able to be my authentic self, however not much as before. School is getting more strict and I know we are getting older and more mature but this is not very fair.
I am able to be my own self at school because the school and the people in it are very supportive!
I am able to be myself at school because everyone is kind and if I did something they would forgive me easily.
I am able to be myself at school because I am comfortable around my friends and nobody would really judge me.
I am able to be myself because I always have people that are almost like me and relatable.
I am able to be myself because I always have people who look out for me and respect me.
I am able to be myself because I have friends that like me for who I am and it helps me be more comfortable at school.
I am able to be who I am as I feel comfortable at the school .
I am able to express who I am and what I like at school to my friends.
I am able to try to be myself. Sometimes I am unable to because of people I am uncomfortable around or pose the risk of outing me to my family.
I am allowed to be myself at school
I am at school because I think it is good to be yourself and everyone is different
I am because I always stay happy and relaxed at school and I don't ever get angry unless someone annoys me.
I am because i am allowed to act like who i want to be.
I am because I can be myself around my friends.
I am because I feel safe at school.
I am because I relate to many people.
I am because of the people I hang out with.
I am because people don't really judge me.
I am comfortable around my friends so yes.
I am my authentic self at school, talking about the things I enjoy, hanging out with my REAL friends, and I can be my authentic self at school and not pretend to be someone else for "attention".
I am my authentic self at school. I have a lot of friends who care about me.
I am normally able to be my authentic self at school, because the other students are usually accepting of my nature.
I am not able to be my authentic self at school because I feel like I would get bullied for who I am.
i am not really like that kind of kid.
I am sometimes but mostly no because there are people around me and people can call you weird names.
I am somtimes able to my authentic self at school. However, I feel that theres always an expectaition that people have on one another which sometimes would make me not feel that way.
I am usually myself at school because I have always been a goof ball in and out of school. I only am not myself when something negative has happened recently.



I am. I am because I'm a where of how amazing I am
I believe I am able to be my authentic self at school.
i can be authentic because i feel safe in this environment.
I can be my authentic self at school just because I don't care.
I can be my authentic self because I have friends that accept me for who I am.
I can be my authentic self because that's how people see me and my friends know me for being my authentic self.
I can be my true self here because no one really cares what you look like or act like unless it's really bad.
I can be myself at school
I can be myself but I restrict myself from doing so
I can be to authentic self becuse am happy.
I can most of the time, but sometimes I just have to cover something up.
I can not really be myself at school because I am pressured way to much to be cool and to be smart and to be perfect.
I can some times be my self and sometimes I don't
I can usually because I'm always around my friends so it helps me to be myself instead of just being judged.
I do not have to act like anyone else
I don't know
I don't know my authentic self
I don't think so. As a girl, there are so many expectations on how your supposed to look, dress, etc. . I feel like if I don't wear makeup or I don't dress "trendy" no one will like me, especially boys. I feel like every time I come to school I'm supposed to dress to impress others. I'm usually so worried about what others think that I don't worry about what I think of myself.
I don't understand what this mean
I feel like I can be me because me and my friends dont feel the need to change in or out of school.
I feel like I can be my normal self with my friends my teachers and other students. I think I do not have to change my personality at school to fit in with other people.
I guess I'm pretty much the same person at home and in school.
I guess so. I'm mostly just with my friends most of the time, so I'm usually myself.
I guess, I'm not NOT able to be my authentic self.
I mean, yes, but it really depends on the person. People will say something if something is different about you, and that might hurt people. But if you are a person that doesn't care about that, it wont affect you. It all depends.
i think i can be my authentic self at school cause im trying.
I think so I feel like being inside of this mini community brings out good things from me and improves my attitude, I feel it's made me better as a person.
I think sometimes because I could see myself in a different form or personality.
I think that I can be myself because, I don't really care about what others say about me, I only really care about my friends.
I used to pretend to be someone cool because I used to want to make friends but I dont do that anymore.
I'm able to be authentic at school because I have good friends.
I'm sometimes able to be my authentic self at school when I am around people I'm mostly comfortable interacting with. If I am with a bunch of random strangers, I'm not.
it depends sometimes I am being watched but i can be my self most of the times.
Kind of because people like to stare at you and are rude, but I don't really care
Kind of, but I don't express myself much because i may come out as weird to others. But, I do to specific people who understand me. I might change my mind on that.
kinda because there stuff outside of school like activites that i like alot and are important to me (not including games) and at school the things i personally enjoy is science and social studies



Kinda, sometimes you gotta change urself based on your teacher
Maybe
Maybe, I don't know if they way I act in school is my authentic self.
Meh. It's mainly because I have ADHD.
Moat of the time, sometimes its alot because people do stare and will make fun of u but most of the time i don't care.
Most if the time.
most of the time because i have friend that like me for me
Most of the time because I know that almost everyone won't judge me.
Most of the time because I usually show my true self with people who I am comfortable with.
Most of the time because I want to.
Most of the time because I wouldn't want people to make fun of me but mostly I feel okay to be myself.
Most of the time because saying what you always want to say and act is pretty bad
Most of the time because Sometimes I feel like people will judge me
Most of the time I am but I feel like if I was my true self people would make fun of me.
most of the time I can because of friends that like me for who I am.
Most of the time I'm able to be my authentic self because I have friends who get and understand me.
Most of the time, I just don't like to share some parts of myself because I think its embarrassing.
Most of the time, sometimes I will be judged for who i am but most of the time I think I am able to be my self around my friends. When I'm with other people who are more willing to judge me and don't know me I feel like I can't be authentic.
Most of the time, yes I am able to be my authentic self most of the time, but sometimes i feel I couldn't or shouldn't be my authentic self..
Most of the time.
Most of the time. Due to fear.
Most of the time. This is because I usually only do that with my close friends and family, but when there are other students to teachers around that aren't necessarily close with me, I don't necessarily do that. I do, but not to the full potential.
Mostly, I try to act like myself.
n/a
nah theres bullying
no
no because i dont talk to other kids that much
no because everyone is gonna judge you and i only feel myself around my friend group and thats it.
No because I am afraid my friends or other people won't like me.
no because i am judged
no because i come to school to learn
no because i dont want to
No because I don't want to.
no because i learn
no because idk who my authentic self is and if I did and I acted like it I wouldn't have friends
No because if I showed my real self I would not be the happy energetic kid I would be the sad one.
No because people have a strong opinion if you are different.
No because people judge me for like how I dress. I used to love anime but I got judged for it and looked down upon because of it. If I could be myself, I think I would be a bit different than I am now.
no because people will find me annoying and weird
-NO BECAUSE POEPLLE WILL BE MEAN.
No because some people aren't nice or good and will make fun of you for the littlest things.



No because sometimes there are a lot of people and I don't know what to say
no because the teachers don't let us
no because then nobody would want to talk to me
no cause teachers control you and how you act
no not really
No people are rude and judgy.
NO people can be rude and judgy
No, because I really don't want to.
No, because most students are very judgmental and in order to be well liked it's difficult to truly be authentic.
no, due to all the bullying and anxiety I get from everyone around me judging me
No, everyone has different personalities for different groups of people. Thats just how it is.
No, I can't. People don't like me, so I don't show them what they don't want.
No, I'd get bullied.
No, if everyone acted completely how they wanted too there would be no intergrity, its just easier.
No, lets just say I wear an Indian dress at school, there is 2 reactions. Stares from people who are curious about where its from, and then the kids who just start singing that dumb indian backtrack. Pretty much making fun of me.
no.
No. People are rude and judgy.
No: there are many people I dislike or dislike me at school, so I feel like I cannot be my 'authentic self' at school without feeling embarrassed.
Not %100. Sometimes I feel like if I am I will be judged. But I am mainly myself at school.
not always because people bring me down
Not always because, I am not like everyone else so I am sometimes scared to show my true self.
Not always, I feel like I have to be like everyone else to fit in and I still don't.
Not completely because I don't like to show what's bothering me.
Not really because being myself means talking regularly, and in school, some kids make me nervous and cause me to not be myself.
not really because I am new, I cant really be open to trust everyone so fast, I trust the friends that I have known from Mahwah basketball outside of school because I have known them for 3-4 years
Not really because I feel that I can't fully express myself because how I grew up is heavily influenced on my culture and ethnicity. I don't feel like anyone would understand me in a predominantly white school. Also people aren't the nicest to me. They do not directly bully me but rather choose to poke at me to try to get a response from me. I feel that this is a problem because some of my teachers don't recognize my feelings about it. This is why I sometimes talk to my teacher if it is really bothering me and this poking at me keeps happening.
not really because I need to fit in.
Not really because if I was my true self I would be crazy and I can't be that way at school.
Not really because of all the social pressure it is intimidating.
Not really because some kids make fun of me for it.
Not really I kinda don't get treated well, because i yell a lot and people make fun of me for that.
not really, i act pretty shy at school so i can stay on task and get the work that has to be finished done. but at lunch or recess with my friends i act like my outgoing self.
Not really, I feel I can be myself.
Not really. People make fun of for my laugh and other things.
not sure what this means
people, popularity, wanting friends, wanting a good self image.
Probably not because They might veiw me as annoying.



rarely, I like to blend in myself is very different from what I show at school.
Some of the times. During some classes, I can not talk or be myself because I will get in trouble and it will drop my grade. I also can not tend to write with my own voice because it tends to lower my writing grades.
Some times because if I am my authentic self then people might judge so some times.
sometime because I can't show who I am in different ways.
sometimes
sometimes because people are juggy
Sometimes because certain people will treat you differently.
Sometimes because I can have my friends with me
sometimes because i have ADHD
Sometimes because I have bad thoughts at home but not really in school
Sometimes because i might get judged by other people but mostly i am
Sometimes because I still have to be focused and attentive at school.
Sometimes because if I show my true self I might get laughed at or judged.
sometimes because many kids can be judgmental but don't realize that the kids they talk about know
sometimes because of how i look
Sometimes because people like to talk bad about everyone witch makes many people feel like they should change there self.
sometimes because some kids do and some dont but they also get made fun off because of it.
sometimes because when im with my friends i tend to have more energy but i get tired.
Sometimes but this year I'm really working out how to really be myself and be comfortable with who I am as a christian black male.
sometimes girls have their unneeded opinions but other than that yes
Sometimes I am, but sometimes I feel as though I have to change who I am a bit to fit in.
Sometimes I'm able to. But other times, I have a lot of emotions that I can't really express, and I feel like I'm a little expected to always be smiley and normal.
Sometimes, because I have many friends and they all have different personality and I've noticed that I change for a different person/ friend.
Sometimes, because i worry that if im not whos going to judge me.
Sometimes, because sometimes people are mean and judge.
sometimes, I definetly think that I truly am my own self whenever i'm with people who I can rely on and trust with my whole heart (mainly my friends)
sometimes, I usually keep to myself
Sometimes, if I am comfortable with the people I'm with.
Sometimes, it depends who I am with
Sometimes, the people in school are super judgey but I am popular so it feels like everyone is watching my every move.
sometimes, with friends yes.
Sometimes. I can say some things but I cant do somethings.
sometimes. my reasoning being that bullying is present for kids who look like me.
Sometimes/ Most of the time because some things I don't really show but a lot of things I do.
sort of
Sort of because I mean im still myself just not as happy because yeah
Sure because I don't find it hard to not be myself.
Usually I act like my real self in school.
Ya with my friends.
Yea because there is no reason not to be myself.
yea cause i have friends who like my authentic self so why be anyone different



Yea I am able to do that
Yea, because no one really cares on what you do.
Yea. There's nothing/nobody stopping me.
yeah
yeah because I'm always with my friends
Yeah because our school is an accepting environment.
yeah i am
yeah, cause Im not disruptive or anything, I have friends who are kind and teachers arent trying to stop me from being myself.
Yeah, for the most part.
Yeah. Im normal.
Yes
yes because i i'm who i i'm
Yes always
Yes always, if the people around me don't like me for who I really am I will find people who do like me for who I am.
yes and no because in some classes I can and some I can not
Yes and No, because I just don't want people to know certain things about me.
Yes and no, I can't be my 100% unfiltered self, yet I can express what I enjoy and what I don't without the worry of being bullied
Yes because I don't care what others think about me and they should get to know the real me.
yes because *i do it outside of school and it is the same thing
Yes because all the 6th graders are new to this school so we all don't know what to do and where everything is.
Yes because every is nice.
yes because i act the same out of school and in school.
Yes because I always want to be myself.
Yes because i am able to be myself when ever i want to be at any certain time.
Yes because I am able to talk with friends that I act around like I normally do.
Yes because I am around my friends. I can be myself around them and others.
yes because i am being my self
Yes because I am comfortable in school
Yes because I am different
yes because i am different from others
Yes because I am happy on how I look physically & while I may have 1 or 2 classes taht aren't doing well, I can open this info up to the teachers in the class & I have good grades in all the other classes.
yes because i am him
Yes because I am kind and I stick up for others
Yes because I am myself
yes because i am nice to people
Yes because I am not afraid to.
Yes because I am supported by my friends at school.
Yes because I am surrounded by my friends who I can trust.
yes because i am treated fairly
yes because i be myself and i have fun being myself
yes because i can be funny and goofy with my friend group
yes because i can be myself when i am with my friends
yes because i can be relaxed



yes because I can be.
Yes because I can express myself with friends
Yes because I can stand up for my self
Yes because I can talk to my friends
Yes because I could go to school and learn things.
Yes because I do all of what is above.
Yes because I do not care about what people think of me.
Yes because I don't care how others think about me and i care how i feel that is the right thing
yes because i dont care how people are looking at me
yes because i dont care what others think about me i do myself
yes because I don't care what others think of me. If people don't like me, I don't care.
Yes because I don't care what people think.
yes because I don't have to be fake to fit in with other people
yes because I don't really care what someone thinks the way dress or look. that doesn't matter for me.
Yes because I feel comfortable around here.
yes because i feel comfortable at school
Yes because I feel comfortable with the people around me
yes because i feel confident.
Yes because I feel free at this school.
yes because I feel like I can be my self at school.
Yes because I feel safe around my friends.
Yes because I feel school is a safe environment to be myself where I can be my funny ,kind , outgoing, self.
Yes because I gotta show my real personality
yes because I have a lot of friends
Yes because I have a lot of friends who are similar to me and don't care too much about what others think.
Yes because i have a really nice group of people around me to help
yes because I have alot of very close friends that know alot about me and guidance councelers
Yes because I have friends
Yes because I have friends that aren't going to be mean about my true self, even if I am like a lot of people.
Yes because I have friends that know and like who I am.
Yes because I have friends that support me.
yes because i have friends who i can act myself around
Yes because I have friends who know me for me.
yes because i have friends who understand me and what im like and they make the same jokes and we all just understand eachother
yes because i have good friends
yes because I have many friends in all grades that can always stick up for me when I need them to and it makes me feel comfortable
Yes because I have my friends to talk with and have fun with while being myself.
Yes because I have my friends with me who care for me
Yes because I have people I can relate to.
Yes because I have people that are like me and we act the same.
Yes because I have people who can help me and I don't need to be like anyone else in school
Yes because I have people who I can relate to and make jokes with
yes because I have very good friends and teachers who can see me for me and i feel i can be myself around.
Yes because I just act like myself all the time.
Yes because I just can be.
Yes because I know I can trust the adults here



yes because I know i have support no matter what I do
Yes because I know that no one judges me and I know if people do think something of me, I know it won't affect me in the future.
yes because i know that there are people who wont judge me
yes because I like being me.
Yes because I like my personality and other people do too.
yes because I met people who are like me
Yes because I only show my true self
yes because i really don't care
yes because I speak my true self.
Yes because I speak for myself and i don't follow others.
Yes because I switch a lot of classes so I hang out with a lot of my friends and that's my authentic self.
Yes because I thing being different from the others is normal.
yes because I think I can do better and do good deeds for other people.
yes because i think that a lot of people will like me better that way.
Yes because I, along with others accept myself for who I am.
Yes because I'm free and more.
yes because I'm me
yes because im never gonna change myself for others
Yes because Im not made fun of.
yes because im unique
yes because im with my friends at school and im comftorable around them
Yes because in my school many people are like me.
Yes because it doesn't matter to me how other people think of me.
Yes because its a safe community and I feel safe
yes because its just who i am.
yes because like who I'm
Yes because most of time I can be myself and like the things I like.
Yes because my friends and classmates are nice and respectful to me
yes because my friends are here
yes because my friends love me and my true personality and self
yes because my friends love me like that
Yes because my friends will let me be myself
yes because no one bullies me for being me.
Yes because no one bullies me.
Yes because no one has a issue with me and how I do things.
Yes because no one is stoping me of not being myself
Yes because no one tries to be mean about it.
Yes because nobody can stop me from not.
yes because nobody really cares
Yes because not a lot of people bully me.
Yes because people accept me for being a good person.
Yes because people can understand me
yes because people like who i am
Yes because school is where all my friends are and I'm happy at school.
Yes because school should be a place to be open and have fun.
Yes because the invierment at home and school are alike.



Yes because the people I am around are always very supportive and I don't really care what any one else thinks.
Yes because the teachers and students/friends help me bring out the best of me and encourage me to keep going.
Yes because their are many kind kids in our school that I can be friends with.
Yes because there are a lot of opportunities and I have a lot of great friends who I can rely on.
Yes because there are always going to be people like me and people who will accept me.
Yes because there are many options for me, and people supporting me.
yes because they are my friends
yes because they my friends. i can be my self
yes because trying to be like somebody else is stupid.
yes because when because in and outside of school there's not much of a difference
yes because why would I not be?
Yes because, I don't need to act like someone that I'm not and just be able to be me wherever I am.
YES BECUASE PEOPLE SHOULDN'T JUDGE ME BY THE WAY I LOOK OR PRESENT MYSELF AT SCHOOL AND THE WAY I ACT.
Yes but when im with my friends at recess
Yes i act normal at school and home
Yes I am able to be my authentic self at school because I am surround by caring people. I'm also surrounded by people who match my energy.
Yes I am able to be my authentic self I don't have a problem with the way people see me.
Yes I am able to be my authentic self.
Yes I am able to be myself at school because I am a nice person.
Yes i am able to be myself at school because my friends and other people make me feel like i can be myself.
Yes I am able to be myself at school. My friends, teachers, and family are all okay with me being me.
Yes I am able to be myself.
Yes I am because I am always myself around my friends and adults and they like who I am.
Yes I am because I have friends and teachers I can express myself to.
Yes I am comfortable
Yes I am I don't know why.
Yes I am my authentic self at school because I show my actual personality and never fake most of my feelings.
Yes I am still able to be my authentic self at school
Yes I am.
Yes I am. I am able to do this because I feel comfortable and safe
Yes I am. I am able to because nobody judges the way you are in my friend circle.
Yes I believe I can be my authentic self at school. I think this because there are people who I relate to
Yes I can be my own self at school. Because I dont get judged and If I did that does not bother me.
Yes I can because I really don't care what other people think.
Yes I can because I trust other people I am around
Yes I can most of the time, because if someone is caught bullying there is a punishment.
Yes I can.
yes i do
Yes I feel it is a good place to be your self.
Yes I feel like I can be who I am and not worry about anything happening to me and I feel like I can show my true colors around the people here at school.
Yes I think so because I have friends that comfort me and make me feel like I can be myself around them.
yes I try to be the best with people at school



Yes no one is stopping me
yes when i bring japanese food my friends always ask for some
yes you just have to not care how others think
YES!!!!!!!!!!!!
Yes, bc i am not afraid to be myself
Yes, because for being myself, everybody is being my friend
Yes, Because I act how I would if I were at a very important place.
yes, because I am a good person.
Yes, because I am able to do that with my friends.
Yes, because I am allowed to dress in the specific ways I like and I feel comfortable with it.
Yes, because i am comfortable
Yes, because I am still able to learn and communicate with people that I am comfortable with. There a wide variety of students in the school, and I can relate and connect with many of them.
yes, because i am surrounded by my friends that support me. But sometimes when there is an issue involving them then no.
Yes, because I am with the people who know me and get along with me and I get along with them.
Yes, because I can always be myself when I want and wherever I want because that's the part that make me, me!
Yes, because I can be my authentic self most of the time at school in class or out of class.
Yes, because I can wear what I want and not be judged.
Yes, because I do express myself in school and if something is not right I will make it right.
Yes, because I do not exactly care what others think of me, as long as my actions are good and do not hurt others,
yes, because i do the same things outside of school
Yes, because I don't care what people think of me.
Yes, because I don't feel judged
Yes, because I don't feel that I need to be someone I'm not.
yes, because I don't want to cause any trouble
Yes, because I feel comfortable in school.
Yes, because I feel free to express myself with no discomfort.
Yes, because I feel safe at school
Yes, because i have a great group of friends who won't judge me.
Yes, because I have friends and family who support me.
Yes, because i have friends that are similar to me.
yes, because I have friends to support me.
Yes, because I have friends where I can be myself around them.
yes, because I have friends who treat me well.
Yes, because I have friends.
Yes, because I have good friends that like me for me.
Yes, because I have good friends who wont ever judge me and they would stand up for me if someone was mean to me.
Yes, because I have lots of friends here and they are very nice.
yes, because I have many people that support me and I like being my self.
Yes, because I have met a lot of people that like who I am. I feel safe to be myself at school.
yes, because I have multiple good and quality friends that I can be with.
Yes, because i know a lot of people here
Yes, because I like who I am.
Yes, because I love myself the way I am



Yes, because I shouldn't worry about bullies.
Yes, because I try to be myself and try to learn as much as I can and be able to enjoy school with my friends.
yes, because I wear my clothes I love, and hang out with the people I like.
Yes, because if people don't like it, that's their problem, and I shouldn't have to change myself for another person. If it's a friend or not.
Yes, because I'm comfortable with the people around me, and I can just be myself.
Yes, because I'm me not a different person. I'm the same person at school and home.
Yes, because many of my classmates are kind and my teachers are kind and helpful as well
Yes, because most of my friends like me as myself.
Yes, because most people appreciate when I talk. And I can freely express myself.
Yes, because my friends accept me and so do my teachers.
Yes, because my friends all support me and I can be my authentic self if I want to.
Yes, because my friends can accept me for who i am so i usually don't feel uncomfortable.
Yes, because my friends do not treat me poorly
Yes, because my friends don't judge me.
Yes, because my friends don't treat me poorly for who I am.
Yes, because my friends help me and I guess my teachers do to.
Yes, because my friends support me, and I break no rules in doing so
Yes, because people accept me
Yes, because people don't bully me for who I am. I am tough and don't let people push me around.
Yes, because school is place where fun things happen, and I think that learning should be fun
Yes, because still if people don't like me I can't do anything for that because I will not change myself for others. But not everyone is their own self at the school.
Yes, because the school makes me feel safe and comfortable.
yes, because there's a lot of people like me
yes, because when I am myself I feel more free and light.
Yes, because where ever I am I always try to be myself.
Yes, because you can't change you are can you?
Yes, because, no one bothers me about it.
Yes, but there are usually consequences. It's never directly violent or rude, but I definitely get strange looks for being myself, but I don't mind. It could be very damaging to a more sensitive person who wants to be themselves.
Yes, I am able to be my authentic self at school because my friends and teachers make me feel at home.
Yes, I am able to be my authentic self at school because no one is preventing me from being who I am.
yes, I am able to because I can trust many of my friends and be myself around them.
Yes, i am always being myself at school.
Yes, I am aware of the way I am and I recognize that there are some things I am not able to fully understand. I can accept that part of me now because of the support from my parents and teachers.
Yes, I am because I feel comfortable around friends, classmates and teachers.
Yes, I am my authentic self mostly when I'm with my friends though.
Yes, I am usually if not always myself in school.
Yes, I am. It doesn't bother me with how others think of me.
yes, I because someone will support me
Yes, I believe that I am able to be my authentic self at school, because there isn't really anything preventing me from doing so. I am never treated unfairly at school, so I can just be myself.
Yes, I can be my authentic self at my school. It's not hard for me to be myself, I don't have to change anything about myself.
Yes, I can be myself because I am ignored by most people. I like it that way



yes, I don't really care what others think. just sometimes I'm not.
Yes, I don't see why not.
Yes, I have friends and teachers who accept me for who i am.
Yes, I have friends I can be myself with.
Yes, I have great friends that support me when I need, and I feel comfortable in school, and at home. My friends love me and we surround each other with care.
Yes, I have many friends whom I hang out with in and outside of school so I am myself both times
Yes, I like to show how I am and know what I'm like.
Yes, I think that I am given acceptance for who I am and therefore can freely be my authentic self.
Yes, I try to be my self at all times during school.
Yes, I'm able to show my authentic self at school because I feel that there are a lot of people like me with the same hoobies.
Yes, I'm nice to people.
Yes, most of the times, I am comfortable to be myself at school.
Yes, my friends in school make me feel comfortable enough to let me open up about my thoughts.
Yes, sometimes because I feel mostly comfortable when I'm at school around my friends.
Yes, the school is a accepting community and are open to all opinions, views and perspectives.
yes, there isn't anything really stopping me
Yes.
yes. because I am very funny at home and in school.
Yes. Because I don't feel like anyone is holding me back.
yes. Because I don't know
Yes. Because I know how to protect myself
Yes. Because it dont need to hchange who i am to make friends.
Yes. Because not most people like me. cause I'm cool
Yes. I am able to be myself and not act different for anyone.
Yes. I am able to talk freely to my friends about anything
Yes. I am already my authentic self.
Yes. I can be myself at school.
Yes. I can be myself because I have surrounded myself with people I trust and not people I would act different around.
Yes. I can be whoever I want to be because the school is inclusive.
Yes. I do see my authentic self at school.
Yes. I love to be [redacted] and open with everybody and I don't ever hide who I actually am, because what's the point if you can't be you?
Yes. I say this because if someone doesn't like me, that is their problem, and I won't pretend to be someone just so a few other mean people will like me.
Yes. No one will judge me
Yes. Teachers and friends are always there to support me.
Yes. Why couldn't I be?
Yes?
Yes? Because I have friends that don't judge me and therefore I don't care about other peoples opinions on me.

Do you see particular groups being treated differently at your school? If so, which groups and how?
No
No e visto un trato diferente. [No I don't see any differences]
yeah any of the kids with a strong personality.



Not really.
A few groups of people that like different things then other people get looked at. Like if you sit at a lunch table everyone moves from you and your friends.
a lot of the times people are treated differently because of popularity
Any groups being treated differently, not that I know of.
Depends on the teacher, most time its
every group is mostly equal.
Everyone is treated fairly, and no one is judged for their looks.
For me no. I don't see any thing in particular.
girls are sexualized by a lot of the people in school
Girls get away with more stuff than boys do.
Girls get treated more fairly with certain things than boys do.
Groups of "popular people" [redacted names] because they act like they can do anything they want and the thing is they can because no one says anything to them and when someone does they ignore them and do or continue to do it anyways.
I can see sometimes groups being treated better than others because they're either smarter or more popular.
I do not know.
I do not see any groups being treated differently.
I do not see any groups treated differently at school
I do not see any particular distinguishable groups that are treated differently than the majority of other students within [redacted school name]
I do not see any.
I do not see groups being treated differently.
I do not see particular groups being treated differently at my school.
I do not see particular groups being treated differently.
I do not see people getting treated differently at school.
I do not see this because most groups don't pay much attention to other groups.
I do not, but I know it must be difficult for people who don't speak English to make friends.
I do see particular groups being treated differently at school. Everyone always looks up to them and they are treated fairly.
I do see some groups having less punishments for the same action.
I don' t know any.
I don,t see this grups
I don't know
I don't Know because
i don't know which groups specifically but i see THE kids leave them alone this year not last year for my grade though.
I don't pay attention to different groups.
I don't pay attention to these "other groups".
I don't personally.
I dont really see a lot of that.
I don't really see any "groups" being treated differently, I guess. Maybe singular people.
I don't really see any groups because I don't know what classifies as a group.
I don't really see groups being treated differently by teachers.
I don't really see that.
I don't see any
I don't see any groups



I don't see any groups being treated differently at school
I don't see any groups being treated differently because of who they are yet.
I don't see any groups being treated differently.
I don't see any people being treated differently.
I don't see anyone being treated differently
i dont see groups
I don't see groups being treated differently
i dont see groups getting miss treated
I dont see groups of people getting treated better but when they are in a group they can act different.
I don't see other groups being particularly treated differently in this school.
I don't see particular groups being treated different in school.
I don't see particular groups being treated differently at my school. Everyone is treated equally and given what their specific needs require.
I don't see particular groups being treated differently than others.
I dont see particular groups being treated differently.
I dont see paticular groups being treated differently at school .
I don't think so.
I don't usually see particular groups being treated differently.
I feel like the groups that are considered as popular are usually treated differently.
I have not personally seen any groups being treated differently
I have not seen anybody
I haven't seen any groups being treated differently in any way I have always seen people treated the same.
I kind of do, i see people who act different then us be bulled but most of the time they are not.
I mean sometimes I see people being treated differently in most of the time a good way.
I never see groups being treated differently at school.
I see groups that are treated differently like people who are less popular getting picked on sometimes and people who are popular at school who don't get picked on and treated more nicely.
i see many group getting treated diffrent and lots of kids being left out no saying which group
I see particular groups so then I work together
I see people being treated differently because there are many kids that dont like the same things as others and are not treated as well because of it.
I see some of the unpopular kids getting laughed on or something like that.
I see that the popular kids in my grade get treated like royalty while me and my friends get teased and talked about.
I see the more popular kids being treated better with less punishments although, sometimes they do bad things.
I see them just not getting as much respect as other people.
I think everyone is being treated fairly.
I very rarely see that.
I'm pretty sure everyone has their own friend group, I don't think anyone gets treated differently.
in my friend group we are mostly geeks and sometimes people would treat you poorly just for like things nerdy games and card games or just being a loner geek
it can put me in a good sition or a bad one
I've never seen certain groups get treated differently.
Just the groups where everyone looks the same, gets more popular. The groups that don't look like that, get less popular, not treated any different though.
kind of
Like I don't know exactly who but i see what happens



Maybe like the popular groups get treated well and some other groups don't.
most of the time
Most of the time groups that dress differently, or act differently just because that's there personality.
Most of the times. There will always be kids who are more popular than others.
most popular kids seem to get treated better than others and tend to think they are better than others witch make them treat other people in the school badly
mostly people of color and people that are in the LGBT community.
Mostly unpopular people, I used to get mistreated before, got my stuff stolen, drawings on my stuff/desk, accused for stuff I didn't do
Nah
nah because we all the same
Never really.
No
no because I only stick to people who are like me
no because people are very inclusive.
No because people aren't getting treated differently in the school.
no because we are all equal.
no but sometimes there is some group i see and in the group people laugh but never with that friend and talk at them back and never listen.
no cause all groups are the same.
No everyone is most of the time treated equally
no everyone is nice
No everyone is treated equal.
no everyone is treated the same
No groups
No i am not aware of any different treatment
No i do not
No I do not see that
No I do not see them
no i dont know i dont pay attention to that
No I don't no one getting bully in the at all.
No I don't see a group being treated differently
No I don't see any groups being treated differently.
No I have not seen a particular group being treated differently at school.
no not really everyone just does their think
No not really I haven't anything particular to specific groups so far.
No not really I mean most of them are treated the same
No not really they are pretty much all the same.
No not really, I feel that certain groups just keep to them selves or within their group.
No not really, just about 2 kids specifically but thats about it.
no only the boys group because they get kinda crazy
No, each group just has a different sense of humor and likes to talk about different things, nobody is really treated differently
No, every is treated fairly.
No, everyone gets treated the same
No, everyone is treated fairly by race but sometimes certain teachers are not fair with how they treat students who are struggling in their class.
No, for the most part everyone is equal



No, from what I have seen, everyone is focused on their own duty and is not worried about anyone else.
No, groups of people don't target specific ethnic or different minded groups.
No, I do not. Everyone is treated equally at my school.
No, I don't really see any groups being treated differently.
no, there is usually individual people but that's rare for me to see
No, they all seem happy and fine.
no, this school isnt a bullying school everyone has there own friemdgroups and there realluy isnt a "popular group". if my friend is making fun of someone i tell them to stop and they do.
No, we are all treated the same from what I see.
No. I think everyone get treated nicely.
No. Our school treats everyone the same.
Nope.
Not many, I think people have been treated nicely
Not most of the time mostly just joking around but never anything bad is said.
Not most of the time, because I think all people are treated equally fairly, not negatively because of who they are.
not particularly.
Not really but sometimes groups of friends get made fun of for the people in it because they think there not cool or whatever.
Not really maybe sometimes.
not really most people are very inclusive
Not really, because people usually treat people the same except when they look different.
Not really, I don't see other groups being treated differently. Sometimes, on rare occasions, yes. But not really. Everybody is friends with everybody!
Not really, unless you count the fact that I have a special teacher to help me with [redacted]
Not really. People joke around with racist talk. But they don't really mean any of it.
Not really. Sometimes people don't want to talk to others or include others because they think they're better. But I haven't seen really bad picking before in this school.
not that I have seen
not usually
Only some groups.
Our popular girls. They are always so mean to my friend group and annoy us so much. We have talked to a teacher about it and she is taking care but it's always them that's mean. There is around 7-8 girls.
People don't like who make up stories that's a total lie.
People that dress different get made fun of a lot. People make fun of them and are rude to them.
People will just be rude to anyone if they are not in their friend group (POPULAR KIDS)
Popular girls. For example, in gym, they just go and walk wherever they want when the teachers are taking attendance but if anyone else were to do that they would get n trouble.
popular kids
Popular kids are sometimes mean to a group of people.
Some kids in school that I see are mostly alone and others are more popular (I'd say I'm in the middle group.). Some groups are the kids are the ones who speak other languages sit by themselves at lunch.
Some of the "popular girls and boys" in sixth grade because they always get in trouble.
Some of the kids who play sports get chosen more often in gym class.
Some people are considered "more popular" than others and sometimes they think they are above everyone else. Also, some people call the smart kinds "nerdy" and it's super rude as well.
Some people get treated difrently from other students because some students think they are "weird". Or a lot of people like someone and they get treated better because they don't care about what people think about them.



Some people rush more than others.
some popular girls get treated better with other people and they have alot of friends just because they are popular
Sometimes
Sometimes because maybe their parents are important.
Sometimes because of how they dress, look like or act but not most of the time
Sometimes because some people are considered "more popular" or "weird" or "unpopular" than other people are
Sometimes but its more a joke and not actually offensive. The people who it is directed towards never find it offensive.
sometimes but not really
Sometimes but sometimes at recess of lunch their are groups of like all of the girls or all the boys and then their are groups that kind of just sit wherever and sometimes people laugh at them or just treat them a little different.
Sometimes for example my friends who are always steryotyped to be such bad kids the minute they walk into the building but its the teachers who don't even get to know them.
Sometimes I fell some people get treated differently because of how they look.
Sometimes I see groups of LGBTQ kids getting treated much differently than other (Often harassed because of their identity) and I try my best to stand up for them. Also people who dress more emo or goth I see getting made fun of for their fashion style.
Sometimes kids with different styles.
Sometimes teachers teachers treat their favorites in better ways than others, like helping them through a quiz or test (showing them how to answer). But, most of the time, every one is treated equally.
Sometimes when the girls get treated better then the boys
Sometimes, because I have a friend who is also Asian and they always mix me and her up even though we look completely different and sometimes they ask if we are sisters.
Sometimes, but it's more friends messing with each other but sometimes people can be hurt or misjudged.
sometimes.
sometimes. minorities are treated different
the athletics because they take there sports to far in gym or rescese
The emos because they are scary
the emos get laughed at
The emos, or LGBTQ groups are treated very badly at school. They are made fun of behind their back all the time.
The kids who play football and the popular kids all have their own groups and treat each other in better ways then other kids such as me.
The people who become popular are usually the people who fit societies beauty standards.
The popular kids at school are treated differently. Sometimes, they're punished fairly for their actions. Other times, in a classroom environment, teachers favor them because they know their siblings, parents, other family, etc. I feel this is kind of unfair but it hasn't caused many problems unless one of these popular kids are poking fun at me. Then the teachers don't say anything or even side with them.
the popular kids because they are rich and leave other people out its unfair
The popular kids can get away with anything they want to get away with.
The rich family's, they get pearks
The richest people, mostly people with the most expensive clothes and people who look very girly, mostly get treated better than other people.
The weird kids are treated diffrently because they talk about weird stuff and they act diffrently and they do weird dances. When the kids get treated diffrently it is mainly because of there past and what they have done in 2,3,4,5th grade if they have been has weird in the past.



There are certain groups that will be treated unfairly cause they are the "nerds" or the "popular kids"
There are lunch tables you sit at depending who you are friends with and some people sit by there selves and people talk about it I am not totally sure but I hear it around in school.
There are some girls at our school that are just generally rude and attention seeking. They enjoy bothering us at recess but we just ignore them and eventually they go away.
There isn't any particular group that is treated better except when a group is behaving better.
Umm well I guess nerdy kind of groups are treated poorly because a lot of people make fun of them for loving science
Un-Athletic students. Most of these people are verbally treated worse as athletic students think they are superior to them.
Usually it is those who follow all of the trends, and cling to the basic personality who carry all of the influence. For example, your typical "popular" kid with the most followers most definitely has the largest chance of winning an intellectual elected position, like student council roles, rather than somebody who genuinely feels like they could intellectually contribute to the role.
Usually not
very little
Well there are groups who focus on social media and the latest trends. And some are less popular wich is ok.
ya "the boyz"
Yea I have a friend who is treated drifrenlty because what they were
Yea sometimes I see the emo kids being treated differently by other kids.
yeah because their race
yeah the popular group they always get treated good from everyone and never have problems
yep teachers pick favorite students and usally they are the sports kids.
Yes a lot for like [redacted name] and her group they treat my friend really rude, but my friends is standing up for herself and so am I too I will help her whenever she needs me by her side.
Yes an I would rather not say which groups. They get treated for being different and/weird but that is just who they are.
Yes and groups that are not popular because everyone thinks that they are weird
yes basted of of popularity
yes because of how they look
Yes because of how they look or what they do.
Yes because of the things they do or how they act with teacher or other people
YES BECAUSE PEOPLE HAVE SMALL GROUPS AND PEOPLE GO'S AND ATTACK THEM.
Yes because some of the not popular or kids that are quiet do get treated a little poorly and others.
yes because some people are alone
yes because some people wear dog collars and black/dark clothes and people think they emo
yes because there are "clicks" we are all separated by the popular kids, less popular, weird, solo kids etc.
yes because they wear chains and dog collars
yes because what they do and how they act
Yes but I dont know what groups but they pick on them and make them feel down
Yes but not always I see more of the popular groups being treated better than others.
yes fury's because its [redacted] and emo's I don't believe in depression being that bad
yes groups that have attention in certain topics that may be unique from others
Yes I do because of what they do and because how they act
Yes I do see some groups being treated differently because they are nerds or they like things that aren't "cool".
Yes i do, i don't want to diverse the students at our school but im talking about the smart kids or soccer kids or well known girls it is obvious how more people want to be in a group so they are nice to them just to be one of them.



yes I do. I see some lgbtq+ groups being kind of isolated same with other people that aren't really a classified group
Yes I see certain groups at school being treated better than others because of the clothes and the things they wear.
yes i see girls get treated better than boys in the school
YES I SEE GRUOPS TREATED DIFFERENT
Yes I see many people at school being treated differently ; The emo kids and like weird people
Yes I see the emos/lgbt/goth people either being made fun of or people not wanting to be near them.
Yes I see the more popular kids get more attention.
Yes [redacted name] treats some of the girls better in class like giving them candy while others not regardless of doing anything and if I raise up my hand if a girl raises after me she goes to them regardless if I am closer and the homework she gives us the questions are very vague and I can barely understand them I prefer other teachers because of how she treats me unfairly. I could rant about this for a very long time.
Yes my friend group because they are different but I'm just friends with them because they make me feel good.
yes one teacher favors one side
yes some friend groups people sometimes dont like them and just think their weird
yes some of the quite groups or people .
yes some, some kids who don't speak a lot or are just a little different may get looked at weirdly
Yes sometimes but ive never seen anyone be bullied before
Yes sometimes I see people getting treated differently because of something about them.
Yes sometimes, I have been called pretty bad stuff before and seen other minorities just being called bad things before. It stills happen to this day.
Yes sometimes. It's mostly the quieter kids, but not me and my friends.
yes students that are smart or don't play sports get bullied but people that do play sports are the bulleys
yes the people who were black chains with horns
Yes- within students, naturally, more popular groups of students are treated with more respect, and they are also typically given more attention.
yes, lgbtq+
Yes, all of the popular kids who all bully me. all of the are all together and they all act like they are on top of the food chain per say
yes, all the popular girls/boys. example: If your not popular and talk a lot, you are annoying and you talk too much, but if you are popular your kind, an extrovert, or outgoing.
Yes, because I see people not wanting to play with someone because of there looks. Or, they will talk to them but they are actually making fun of them and they just don't know.
Yes, because of who they are friends with, their gender, sexuality, and race. [Redacted name] and his friend get a lot of shade for their sexuality and gender. people of other races, don't interact with the "popular kids as often.
Yes, because the sporty kids all have their own groups and the popular girls have their own group. Me and my friends often aren't allowed to talk to them, sit next to them, and bother them.
Yes, but I don't know the names of the groups.
Yes, but mostly just popular kids, I don't really care though, I would rather focus on more important things
Yes, but there is always a natural hierarchy within human beings as a species, so it's not surprising that there will be different groups.
Yes, for example me and my friend group some people in my group are being called emo and getting made fun of, I will not expose anyone though.
Yes, for example, the "popular" group. But in a good way, it seems as if they get more attention than others.
Yes, groups that are changing their genders and names, people talk about them.
Yes, I see people talking bad about the different gender groups.



Yes, I see some groups being treated differently. Big friend groups treat other friend groups differently.
Yes, in school I see how people define each other with the people they hang out with, like popular kids, odd or unusual kids(different for most of the school), the special ed. kids, the sporty ones, etc. .
Yes, less popular kids at school don't sit with the more popular kids because the more popular kids don't want them to.
Yes, Mainly kids who wear different clothing than others or have different hair colors or different hair types.
yes, mainly the "popular girls/boys". They usually get more attention than others and invited to different things. They might come out as cool to others, but some that i know come out as disrespectful. but it doesn't bother me cuz i generally do not care. Unless I'm not involved.
Yes, mostly the "weird kids" are treated with sarcasm and bullied.
Yes, my friend is a trans man and I have witnessed him being misgendered and had his deadname used
yes, people with more popularity are mostly favored by many people. As someone who isn't popular, popular people get treated better and more favored by teachers sometimes.
yes, some groups are treated better if they get in trouble, while other groups get treated worse even if they do the same thing, or if they just make a mistake. sometimes teachers punish kids just from making mistakes, when other schools tell kids to make mistakes own up to them and learn from them, instead of just punishing them.
Yes, some groups such as some people who like different things and where different clothes are not as welcomed or may be looked upon as weird sometimes by other people in the school.
Yes, some groups who are LGBTQ,
Yes, some of the friendly kids like [redacted name]
Yes, the "popular" kids get treated better
yes, the group of annoying boys are always getting yelled at.
yes, the lgbtqia+
Yes, the most popular people in school treat other friend groups differently.
Yes, the people that are known as "weird" as treated poorly by other kids
Yes, the people who are not as popular and the people who don't know which gender they are and wear chains and dog collars and stuff.
yes, there is no specific groups but sometimes I see that some groups get worse punishments than others for the same problem.
Yes, though its for there special needs
Yes, because it's a lot of group that get treated like a way
yes, children with disabilities will be accompanied by teachers
yes, the lgbt
Yes. Groups like LGBTQ are treated unfairly because they choose to show off themselves.
Yes. Groups that may like things that are more unusual or different then other people.
Yes. I see a lot of groups that are unpopular get bullied.
yes. it depends which group and why.
Yes. Most popular kids, they could be rude to others a start drama.
Yes. People will just be rude to anyone, any group. Especially the 'popular kids' will try to be rude.
Yes. Popular kids are sometimes rude to others.
yes. popular kids or kids who are out there get treated like rockstars while kids who are different get bullied emotionally.
Yes. The football players act like they are better than anyone, and some people think they are and therefore hate people who the football players hate.
Yes. the group of kids who are not as afletic as others don't get passed to in sports/PE, for example when I play some of the sports at our school, I get passed to maybe once during an entire period.



Yes. the kids that say their "popular" think they are better than everyone else and can make other kids feel bad.

yes. The nerdy people.

Yes. The popular kids seem to get chosen for a lot of things.

Yes. There are popular groups that are treated differently because of looks and activities.

Yes: I always notice how the 'popular clique' kids are treated as somewhat superior by the other students. It's almost like everyone else seeks their validation because they are seen as 'popular'. The actually smart or nice kids barely get their deserved recognition and the social statuses in middle school and high school are very unhealthy.

Section 4 Additional Thoughts:

A few times I got treated unfairly because I am Asian.

Did I do good?

I accept who I am and others do too.

I am allowed to be myself

I am thankful for both friends and family.

I believe the school is a safe environment where you should feel free to be who you want to be and become what you want to become such as finding careers and learning how to do so better.

i didn't know what "I see ways people are treated better because of who they are." and 'I recognize unfairness and injustice (in history and current times)." means.

I don't think it is bad having you own friend group but including people should be shown.

I don't think people being different is bad.

I dunno, maybe we can have more pride representation in our school?

I enjoy being part of the mahwah district and I am happy to know im being heard. Thank you.

I feel that there is a diversity anywhere we go and it feels weird and different to me.

I feel the the school is diverse and there is and there is very little of bullying .

I have a thought with my friends ,family.

I have no idea what you mean by the first question.

I like school and don't feel mistreated because of my race or ethnicity.

I really don't understand why they don't like us because we did nothing to them

i really really like legos

i think everyone gets treated the same most the time everyone has there own group of friends

I think everyone is treated pretty much the same and everyone has their own friend group.

I think this school is great

I think, overall this is a great school, and is managed well.

I thought it was a little unfair in our voallyball unit in gym class because I thought it was a little unfair because the boys had a better time because they got to play more.

I want to help people that are getting bullied by standing up for them

I wish they could add more to the curriculum like Prodigy which is a educational site, and more fun things overall

I wish we can have more group projects or group work.

If you stand up for yourself you're gonna most likely get a phone call home.

Its like girls against girls fighting

Kids shouldn't be testing to make sure that someone's clothes/shoes are real. There's a kid who has called my Jordans fake, because if you press the top they're supposed to pop up right away, and mine took a little longer because they're a little worn out, and now he calls them fake.

Many of the questions on this page were controversial in a sense. You can never fully have any of these things because there is always doubt. Thank you.



Maybe have other school sports teams, not just soccer and basketball. Maybe softball, or volleyball, etc.
Most of these questions I do myself, not really have someone else teach me.
Most of those skills that stop bullying don't work anymore.
Nervous
on 43 when I said never, it's because there's never any unfair treatment for me to stand up to
Sometimes teachers should see the difference from friends having fun and people being mean.
Teachers treat popular kids better and I've seen it firsthand.
The lockers need to be bigger and more spaced apart this is why some people barely use them but [redacted name] 7th grade math teacher teaches me 7th period in the 8th grade hallway next door to [redacted name] classroom she teaches me very unfairly to others
The popular kids always treat their friends a lot better than kids who aren't their friends.
the reason I answered the "I see ways people are treated better because of who they are." question the way I did was because of how [redacted staff name] usually favorites the girls, but is normally pretty fair.
the school doesnt listen to peoples thoughts most of the time
these questions are weird.
They should be less strict with going to lockers during class. Small quality of life things like this can vastly improve the school experience. If the board of education is going to force us to be here, at least make it tolerable. Thank you.
This survey is 3 pages to long
why does it matter if we looks like a teacher??



Mahwah High School Report

The audit team had the opportunity to speak with 49 people (breakdown below) and conduct 13 classroom observations within the Mahwah High School community on January 18, 2023, between 7:00am and 10:15am. During the focus groups, discussions took place with the Self-Assessment Team, Parent(s)/Guardian(s)/Caregiver(s), Administrators, Non-Instructional Staff, and Instructional Staff. The audit team also spoke to students while conducting classroom observations.

- Administrators: 4
- Instructional Staff: 29
- Non-Instructional Staff: 8
- Parent(s)/Guardian(s)/Caregiver(s): 4
- Students: 4

Surveys were also completed by 889 stakeholders within the Mahwah High School community (breakdown below).

- Students: 748
- Parent(s)/Guardian(s)/Caregiver(s): 118
- Staff: 23

During these conversations and analysis of data, information and evidence confirming and/or challenging the claims made by Mahwah High School (MHS) for all areas identified within the Self-Assessment were gathered. Information has been synthesized below specific to MHS. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture

Within Classroom Culture, there are five main concepts that are examined during the equity audit process: honoring student experience, thoughtful classroom setup, promoting shared inquiry and dialogue, providing social and emotional safety, and discipline within a values-based approach.

On the Self-Assessment, Mahwah High School scored themselves an 8 out of 10 in Classroom Culture, noting multiple strengths, including: modeling appropriate behavior, daily greetings and goodbyes, SEL curriculum and wellness efforts, peer-led freshmen advisory course, numerous student activities (clubs, social groups, student government, etc.), and athletics providing opportunities for rich diversity and open dialogue. Other strengths noted in the Self-Assessment include multimedia learning platforms to promote ease of student communication/collaboration, extra support time for students after school, bringing humanity into the classroom through open discussion and reinforcing positive qualities in students, cultural sensitivity regarding



assessments and flexibility around holidays, partnership with Effective School Solutions, open-door policy for guidance, multiple advisory councils, and chain of command procedures to handle academic and disciplinary issues. Opportunities for improvement shared in the Self-Assessment included: awareness of student workload during the end of marking periods or other task-heavy times of the school year, proactive approach to planning major assessments to allow multiple opportunities for assessment, an increased awareness of holiday and providing homework-free weekends when planning assessments and review, the implementation and reinforcement of more PBIS strategies, creating opportunities for more student feedback on in-class activities, providing catch-up time for students as needed, and more awareness of the activities and responsibilities of students to provide more flexibility.

The first concept of classroom culture that the audit team explores is honoring student experience. Within this concept, the goal is to help students feel seen, heard, and respected. Survey data showed that 71.66% of student respondents have a positive view of themselves, at least most of the time, which is likely a reflection on students feeling valued within their classes. Adult responses to the survey question asking whether students are valued as unique individuals showed that this happens at least most of the time, with 73.73% of parents/guardians/caregivers and 95.65% of staff respondents answering positively. From this data, it shows that students and parents/guardians/caregivers have similar perceptions. The staff perceptions might showcase the difference between what is intended versus what the impact is. Although the perceptions of students and parents/guardians/caregivers are not negative, it might support further connections and relationships if conversations took place regarding why staff perception is so different (20+ points).

Thoughtful classroom setup allows students to explore their classroom and the materials within it without boundaries or obstacles. Beyond physical setup, a thoughtful classroom creates an environment in which students build relationships and practice communication with their peers. This experience can allow students to explore the diversity of those around them and learn more about the cultures represented by their peers. Students who feel this sense of connection are significantly more likely to engage in the lessons and feel a sense of pride in their learning.

Promoting shared inquiry and dialogue refers to the level of encouragement students feel when participating in classroom and school activities. This concept was addressed in the Self-Assessment for MHS, where it was shared that there are specific efforts for “bringing humanity into the classroom,” outlining open discussions in classrooms, flexibility with learning, and celebrating positive qualities that are seen in the classroom. Although no staff survey respondents answered never to the statement, “Students are encouraged to share their thoughts/opinions without judgement,” 26.09% of staff answered only sometimes to this question, leaving 73.91% of staff respondents reporting that students are encouraged to share their thoughts without



judgment, at least most of the time. In addition to staff, 63.56% of parents/guardians/caregivers also reported that students are encouraged to share their thoughts without judgment, at least most of the time. Student perceptions fall between these two adult numbers, with 67.52% reporting that they are encouraged to speak their truth and share their thoughts. Students being able to speak their truth and share their thoughts promotes empathy among peers and an understanding of difference in cultures. There did not seem to be any racial or gender disparities to the student responses, which positively reflects efforts that are being put forward. Student comments, such as the following from the submitted surveys, give insight into multiple perspectives as to why students may be uncomfortable sharing their opinions and thoughts:

Teachers are too soft minded

I feel like some situations are taken too seriously... [bullying] usually isn't even really intended to be the way it is perceived, kids like to mess around...

I just feel like I can be targeted sometimes from teachers or the staff and it is not easy in this school especially

Though these statements vary across experiences, they carry strong opinions that could sway a discussion from a safe space of participation into one of discomfort. During classroom observations, a lesson about the use of texts with racial slurs demonstrated a well-intentioned discussion about whether controversial texts should be taught. However, the appearance of a racial slur can limit open dialogue as it can cause harm to students impacted by those terms. This harm can stem from community-based trauma, personal traumatic experiences, and internalized bias that students may be experiencing.

Safety, both in the areas of physical safety and social-emotional safety also build a classroom culture where teachers can foster learning and students can receive knowledge and education. In the adult survey, 73.73% of staff and 91.30% of parents/guardians/caregivers reported students as being physically and emotionally safe in school, at least most of the time. When reviewing student survey data, the question was broken down to explicitly assess level of physical safety and level of emotional safety. Students felt much safer in a physical sense, with 93.59% of students reporting this to be true, at least most of the time, than safe emotionally, with 73.4% of students reporting this to be true, at least most of the time. Another aspect of safety is the perception of bullying in the school. Looking at the student survey, bullying does not seem to be a major issue at MHS with 82.62% of student respondents reporting that bullying is rarely, if at all, present. MHS adheres to the reporting guidelines for Harassment, Intimidation, and Bullying (HIB) outlined by the State of New Jersey. One of the ways to increase emotional safety, which is listed as a strength for MHS in the Self-Assessment, is implementing SEL curriculum and practices into the classroom, such as positive redirection, space to reset, and life skills to cope with stress and anxiety. It is also valuable for the staff and administration to explore possible causes for students not feeling emotionally safe, since bullying does not appear to be a primary issue at the high school level.



Discipline within a values-based approach, or approaching discipline with the goal to discover the why behind the behavior and a growth mindset in consequences to teach students positive outcomes, is another topic examined by the equity audit. In both the Self-Assessment and focus group interviews, Restorative Practices were referenced as one of the ways to connect with and redirect students. There were no examples of how this is accomplished, however, leaving it ambiguous as to how Restorative Practices are integrated into the school and discipline proceedings. The focus group interviews described that discipline usually consists of sending students to the main office and a discipline report being written by the School Security Officer or the School Resource Officer. Though not much context is given to the reporting process, this approach does not seem to favor Restorative Practices as there were not explicit opportunities to heal any harm caused. When looking at data regarding the perceptions of different stakeholders in relation to discipline, there were varied opinions. Although very few people reported that discipline is ‘never’ fair with the highest percentage being students, with 2.54%, the responses were also not overwhelmingly positive. In addition to the 2.54% that reported discipline as ‘never’ fair, 82.75% of students reported that discipline is fair, at least most of the time. Looking at adult perceptions, parents/guardians/caregivers reported not knowing about whether discipline is fair, with 34.75% of respondents answering in that vein. Staff members reported that they believe discipline is either ‘most of the time’ or ‘sometimes’ fair, with 78.26% of respondents falling in the middle categories. There were multiple comments in both the student and parent/guardian/caregiver survey responses that stated there are issues with favoritism among staff. There were also comments that referred to selective enforcement of dress code violations. In addition to these comments, there were also comments during focus group interviews and within the survey from staff members that shared concerns regarding how administration handles discipline.

Overall, when referring to Classroom Culture, it is important for students to feel a sense of belonging and connection with others, leading to a higher likelihood for success. The survey data shows 74.33% of student respondents feel connected to people at their school, at least most of the time. While these statistics demonstrate a majority of students feel they belong at MHS, there are still many factors that can impact student connection with people in their school, including struggling to connect with others and lacking representation (which is addressed in detail under Representation). There were, however, many comments within the survey data for students that showed those who are involved in activities or have a strong friend group are more likely to feel a connection at school.

Family & Community Engagement

Within Family & Community Engagement, there are five main concepts that are examined during the equity audit process: culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems.



On the Self-Assessment, Mahwah High School scored themselves a 7 out of 10 in Family & Community Engagement, noting multiple strengths, including, but not limited to: frequent and consistent family outreach regarding in-class behavior and academics as well as proactively reinforcing positive aspects and areas of improvement, interactive website for parent resources that includes alternative formats for accessibility, parent programs focusing on financial aid and college planning, various fundraising events, and providing registration events in multiple languages. In addition to the strengths, the Self-Assessment also identified potential opportunities for improvement, including, but not limited to: increased engagement in sports/athletics, increasing the use of the Thunderbirds Partnership program, improving resources for students transferring in from outside of Mahwah, and promoting community service opportunities.

Culturally sensitive communication is defined as being inclusive with language, including materials sent home as well as language being used (both verbally and written). For example, when looking at the website and other materials, are there references to mom/dad or is it more inclusive to look at many different family structures? Culturally sensitive communication allows all members of the school community to feel seen, heard, and instills a sense of belonging. The adult survey found that 83.9% of parents/guardians/caregivers and 56.52% of staff members who completed the survey believe that communication sent from the school is inclusive and sensitive to different family dynamics, at least most of the time. The same adults responded to whether communication sent from the district is inclusive, with the parent/guardian/caregiver perception increasing slightly to 84.75% and staff perception increasing to 69.75% believing that district communication is inclusive and sensitive to different family dynamics. Even more interesting is that over a third of the staff respondents (34.78%) weren't sure if school communication was inclusive and over a quarter of the staff respondents (26.09%) weren't sure if district communication was inclusive. It is important that all communications be shared with staff so everyone can support work being done within the school. As will be discussed throughout this report, without clear communication, trust deteriorates, leading to a lower level of support and success.

When discussing important topics that impact the whole community, it is important to include a variety of voices throughout the community at-large. Including family and community wisdom provides a richer, more robust understanding of the overall needs of the community. The inclusion of family and community wisdom reflects the importance of including diverse perspectives, in learning opportunities, conversations, and decision-making. When asked about whether families are encouraged to participate in school-level activities, 84.75% of parents/guardians/caregivers and 69.56% of staff said that they are, at least most of the time.

Collaboration among families is another important aspect of Family & Community Engagement. It is important for MHS to leverage their influence to increase



connection with families through building meaningful opportunities for families to connect in meaningful organic ways.

Although there were mentions of community partnerships and programs available for families, the audit team did not have the opportunity to hear from any community partners and a limited number of parents/guardians/caregivers participated in the focus groups. In addition to not having a large amount of feedback from the community, the audit team found few opportunities where MHS was engaged in the resolution of local issues. Some examples shared with the audit team were student clubs; however, if students are not involved in the extra-curricular clubs, there are minimal opportunities for the students to be involved and there was minimal evidence provided to the audit team regarding staff members being involved with local issues.

Instruction

Within Instruction, there are five main concepts that are examined during the equity audit process: critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading.

On the Self-Assessment, Mahwah High School scored themselves a 9 out of 10 in Instruction, noting strengths in the following areas: differentiation and cooperative learning techniques, use of high yield strategies during instruction (think-pair-share, turn and talk, Socratic Seminars), cultural texts and awareness in the social sciences, student discourse, career pathways, dual enrollment opportunities, academic career intern program, specialized programs for special education students, and NJ Tiered System of Supports. The Self-Assessment also noted opportunities for improvement such as a need for targeted professional development on inclusion and diversity in context as opposed to broad strokes, auditing resources to reflect student populations, more student choice in interest-based activities, provide real-life experience immersion, job shadowing, hands-on activities in a real-world setting, more advertising and promotion for providing credits for volunteer activities, increase cross-curricular opportunities through project-based learning, offer summer enrichment/advancement for the high school level on-site, and opportunities for all students to interact with graduates in college.

The first concept of Instruction is critical engagement with material. This concept examines how teachers use materials and resources to support intellectual engagement among students and deep learning of content. According to the Danielson Framework for Teaching, when students are engaged in learning, instructional materials and resources are used to support intellectual engagement among students and deep learning of the content. the materials are varied and used to support equitable access to the content. The audit team observed that students were critically engaged with their learning in 76.93% of the classrooms visited. During the same observations, the audit team observed teacher using higher order thinking questions



to engage students in deep learning of the content, which was observed in 61.53% of the classrooms. Within the adult survey, 50.85% of parent/guardian/caregiver respondents and 73.91% of staff members reported that students are engaged with material and taught from different perspectives, at least most of the time.

Differentiated instruction is an approach to instruction that allows teachers to engage students with learning in ways that are responsive to their unique learning needs. When teachers employ best practices in differentiation, they consider ways to engage students through an exploration of curricular concepts in one of three ways: content (what is being taught in the curriculum), process (how students learn the information), and product (how students demonstrate what they know). Differentiation may also be evident in the ways teachers engage students in learning through access to classroom discussions, activities, resources, technology, and support. Differentiation is important to high quality instruction by helping to ensure that all students have access to the supports, materials, and resources that will yield successful outcomes during learning. In reviewing survey results, 67.8% of parents/ guardians/caregivers and 91.3% of staff report that students are given the opportunity to learn at their level and given supports when necessary, at least most of the time. When asking students whether they feel supported by their teachers, 75.13% report that they are given support when needed, at least most of the time. Also, when asking students if they feel teachers are flexible to meet their needs as a learner, 70.19% agreed that teacher are flexible, at least most of the time. In 61.54% of classrooms observed, students were completing activities and learning that was challenging, yet attainable and in 76.92% of the observed classrooms, students were provided support and assistance to understand content and accomplish tasks.

Cooperative and collaborative learning opportunities help provide students with opportunities to engage in discussions with their peers. An exchange of unique ideas helps to deepen understanding of curricular concepts. These experiences help to foster a sense of community within the classroom, and it helps to offset potential feelings of disconnection or isolation among students. In the adult survey, 65.25% of parent/guardian/caregiver respondents and 86.95% of staff indicated that students have the opportunity to work together in a collaborative environment with other students. In the student survey, 59.62% of respondents indicated that they work with other students to accomplish tasks. The large variance between stakeholder perceptions is something to dive deeper into. The audit team observed cooperative and collaborative learning in only 30.77% of the classrooms observed, which is lower than all three stakeholder perceptions. It is important to acknowledge that observations were only a snapshot of classroom experiences; however, the difference in stakeholder perceptions reinforces the need for more explicit focus on how to encourage cooperative and collaborative opportunities for students. Within this concept, it is important to differentiate between cooperative/collaborative learning and group work. Simply asking students to sit together to complete a project is not



cooperative learning. Instead, consider whether students depend upon one another's expertise, skills, and efforts to accomplish an assigned task.

Real-world connections help students to relate classroom materials to their own personal lives, making it more relevant to students. Deeper connections to content will allow students to better conceptualize the lived experiences of themselves, and others, and helps to improve retention and understanding of the information presented. The audit team observed students making connections from the content to real-life experiences in 53.84% of the classrooms observed.

Assessing students in terms of their growth focuses on the individual experiences of students and it helps to establish equitable assessment practices. In the adult survey, 58.48% of parents/guardians/caregivers and 82.6% of staff reported that students are assessed in terms of growth, at least most of the time. This is a significant discrepancy that could be because of a lack of knowledge and/or communication. In schools today, there are a large amount of state-mandated assessment; at the same time, that isn't always communicated by schools in a way that everyone understands. For example, during the parent/guardian/caregiver focus group, there was mention of assessments being excessive. It is unclear whether the assessments being spoken of were specific to the state-mandated assessments or additional assessments within the curriculum. It is important to help students see themselves growing throughout their educational experience and using this model will help do that.

Identity within Curriculum

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

On the Self-Assessment, Mahwah High School scored themselves a 6 out of 10 in Identity within Curriculum. The Self-Assessment noted strengths such as support and communication with the Child Study Team (CST) regarding how to best approach the topic of identity and specific students who may be struggling, highlights of all student achievements, and support for students who are transitioning such as identifying pronouns in Realtime Student Information System. The Self-Assessment also noted potential opportunities for improvement such as the promotion of Multicultural Night and providing more trainings regarding identity, gender fluidity, and political sensitivity.

In the adult survey, 31.36% of parents/guardians/caregivers and 52.17% of staff respondents indicated that students are provided the opportunity to see themselves in the curriculum, at least most of the time.

In the student survey results from MHS, 71.66% of respondents indicated that they have a positive view of themselves. When the curriculum serves as a mirror that



reflects the identities of students, a sense of pride is developed, and it helps students recognize how the traits of the dominant culture impact their own identity.

Diversity within Curriculum

Within Diversity, the focus is to identify whether students are able to answer the question, “How are we alike and different?” Within this concept, curiosity, empathy, respect, and understanding for others are emphasized as well as exploring whether students are able to move beyond superficial and oversimplified teachings around diversity.

On the Self-Assessment, Mahwah High School scored themselves a 7 out of 10 in Diversity within Curriculum. The Self-Assessment noted multiple strengths such as: curriculum highlights, diverse course offerings, and social justice minded clubs and activities. In addition to these strengths, the Self-Assessment also identified potential opportunities for improvement, such as: some textbook not being from diverse authors, reviewing sources for bias, analyzing credible sources, and supporting teachers who might shy away from sensitive content due to current political climate and fear of not being supported.

When reviewing the survey data, only 53.21% of students reported being curious about how people are similar to and different, at least most of the time. It is critical for students to be taught through a lens of curiosity; this response by just over half of the student respondents shows a need to encourage more curiosity among students. Within the adult respondents, 64.41% of parent/guardian/caregiver respondents and 86.96% of staff members reported that students are provided opportunities to learn about how students are alike and different. During observations, only 46.15% of classrooms showcased opportunities to learn about cultural backgrounds, which aligns more closely with the parent/guardian/caregiver perception. When students encounter learning in which diversity is naturally infused within the curriculum, students learn about differences in others with curiosity, empathy, respect and understanding for others. This allows students to explore content in ways that move beyond the superficial and oversimplified teachings around diversity.

Justice within Curriculum

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

On the Self-Assessment, Mahwah High scored themselves a 7 out of 10 in Justice within Curriculum, noting the most apparent strength is found in course offerings and how justice and injustice is covered in some of the courses being offered. Also within the Self-Assessment, an opportunity for improvement was mentioned being that there was a need to support students in how to disagree respectfully.



Teachers who are intentional about incorporating concepts of Justice into the curriculum allow students to examine the effects of privilege/power and oppression at both the individual and systemic levels. When reviewing survey data, it was found that 53.39% of parent/guardian/caregiver respondents and 60.87% of staff respondents reported that students are taught concepts around justice and injustice, at least most of the time. Even with that smaller percentage of adult perceptions reporting this is happening, 75.8% of students reported being able to recognize unfairness and injustice. However, only 41.98% of students reported that they understand how people are treated better in society because of who they are. Being able to critically assess power structures within our society, as well as oppression at both the individual and systemic levels, is important for students as they move toward their older years. As adults, power structures are everywhere. These power structures impact our youth and it is critical for students to start having these conversations as early as possible, in age-appropriate ways.

Action within Curriculum

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

On the Self-Assessment, Mahwah High School scored themselves a 7 out of 10 in Action within Curriculum noting club offerings as a strength and opportunities for improvement in supporting students to speak up against unfairness, restorative practices, and small group mentorship and modeling.

Recognizing self-responsibility in carrying out collective action is emphasized within the concept of Action within Curriculum. By incorporating Action into the curriculum, students are equipped with the knowledge, skills, and motivation to become agents of change in their communities and beyond, ultimately helping to build a more just and equitable society by empowering individuals to take an active role in creating positive societal change. In the adult survey, 53.39% of parents/guardians/caregivers and 60.87% of staff respondents reported that students are empowered to take action around justice, equity, diversity, and inclusion issues, at least most of the time. In the student survey, 56.15% respondents indicated that they are taught skills on how to stand up against unfair treatment, at least most of the time, with a higher percentage (66.17%) taking responsibility for using those skills to stand up to unfair treatment, at least most of the time. The Self-Assessment noted that students could benefit from being taught more skills on how to speak up against unfairness, and the survey results confirm that. This approach to instruction allows students to develop respect for differences in opinions and most notably, they learn how to affect positive changes in their community.



Teacher Leadership

Within Teacher Leadership, there are five main concepts that are examined during the equity audit process: staff growth through professional development, speaking up and responding to prejudicial behaviors and actions, space for discussions around diversity, equity, and inclusion, support from staff members, and encouragement of professional leadership and development.

On the Self-Assessment, Mahwah High scored themselves a 7 out of 10 in Teacher Leadership. The Self-Assessment noted multiple strengths such as: both in-district and out-of-district workshops being available, cross-curricular professional development, the Sunshine Club and spirit days to promote teacher/staff morale, and supportive union involvement. In addition to the strengths identified, the Self-Assessment also noted the following opportunities for improvement: consideration of professional organization memberships, differentiation of professional development opportunities, increased Professional Learning Community (PLC) time, and explicit training and resources for JEDI work.

As educators, professional development and continuous learning is critical, especially in the areas of social justice. During both focus groups and embedded within survey comments, the audit team heard staff members requesting additional support in this area. Many staff want to have discussions regarding JEDI work; at the same time, they want to ensure that it is embedded in the curriculum, as appropriate, and not seen as 'another thing to teach'. This is further discussed in the District Equity Audit Report of Findings, as it is a concern across multiple schools within the district.

Modeling the behaviors expected of students, such as speaking up against discriminatory behaviors, is critical. When considering whether staff members are open-minded and aware of their own biases, as well as whether they are speaking up and responding to prejudicial behaviors and actions, it was reported in the surveys that 54.24% of parents/guardians/caregivers and 65.21% of staff respondents feel that staff are aware of their own biases, at least most of the time. However, only 18.64% of parent/guardian/caregiver respondents and 73.92% of staff respondents reported that staff speak up when witnessing acts of discrimination. This percentage shows over a 35% drop in parent/guardian/caregiver perception and over 8% increase in staff perception. It is important to note, though, that nearly 70% (68.64%) of parent/guardian/caregiver respondents answered, "I don't know" when asked if staff intervene. Even more interesting was the perception of other adults in the community (including parents/guardians/caregivers) and their level of awareness and advocacy. When asked whether adults in the community are aware of their biases, only 45.77% of parent/guardian/caregiver respondents and 43.48% of staff respondents said adults are aware, at least most of the time. When asked whether adults in the community speak up when witnessing acts of discrimination, 28.82% of parents/guardians/caregivers and 34.78% of staff report this to be happening, at least most of the time. Similar to parents/guardians/caregivers not knowing whether staff



intervene, over 55% (56.22%) of staff reported not knowing if other adults in the community intervene when witnessing acts of discrimination.

Professional development around responding to acts of discrimination, for all stakeholder groups, may benefit the MHS community. The district is challenging their teachers, through the use of the Danielson Framework for Teaching, to develop learning environments that support prosocial behaviors that are essential to the development of the whole child. This may include identity and purpose development, social awareness and relationship skills, as well as responsible decision-making. Utilizing the Danielson Framework, teachers can identify culturally responsive ways to support their own cultural competence and understanding of societal dynamics and their impact on learning environments through targeted professional development, equity coaching by leadership, and peer modeled and led professional development.

Representation

Within Representation, there are five main concepts that are examined during the equity audit process: cross-representation in staff, classroom materials and books going beyond superficial and non-stereotypical manners, as well as barriers to access, potentially leading to disproportionality within certain programs and discipline numbers.

On the Self-Assessment, Mahwah High School scored themselves a 6 out of 10 in Representation, noting diverse representation in supplemental materials, Thunderbird partnerships, speakers on diversity topics, video messages on hallway monitors about mental health and positive citizenship, multicultural voices and LGBTQIA+ sections in the library, current analysis of discipline for disparities, and student involvement in activities as strengths. Opportunities for improvement noted in the Self-Assessment included: diversifying the staff, addressing disproportionality in Honors and AP classes, expanding the English core curriculum to be representative of all students, and addressing any disproportionality in discipline, should it be uncovered.

Cross-representation in staff appeared to be lacking based on the survey data and observations, with less than half (47.32%) of student respondents stating they see adults who look like them in school; however, 72.73% of respondents said they have other students to whom they can relate, at least most of the time. When referencing the staff survey respondents for MHS, 91% self-identified as white and 74% as female. These numbers are significantly out of proportion from the student body, which, according to state demographic data, demonstrates an opportunity for improvement in cross-representation. Since not all staff members completed the survey, this is a limited snapshot of the representation, but by looking at the demographics of both staff data and student data reported by the district, there is still disproportionality.

Cultural representation looks to ensure that the curriculum truly reflects the demographic of students who are served in schools. When young people see people around them and learn about people who look like them, it helps to influence their



identity. Students who are able to see their own identities reflected in the curriculum often feel a greater sense of belonging in their classes and a sense of investment into their own education, creating an environment for success. MHS is developing a 'multicultural voices' section within the Learning Media Commons and there were mentions in both the Self-Assessment and during interviews of an LGBTQIA+ book series. The audit team did not see examples of this to refer to within this report.

When considering access, physical access is an area where some discrepancies arose within MHS. Although 82.61% of staff respondents reported that classrooms are set up in a way to provide physical access to student success, at least most of the time, only 61.87% of parents/guardians/caregivers agreed. However, when asking if buildings were accessible to people of different abilities, the results were even more positive – with 95.76% of parents/guardians/caregivers and 100% of staff reporting that they are accessible. The audit team was very curious as to why people are so much more confident about buildings being accessible to people of different abilities, but not as confident about buildings being physically accessible. Aren't people with physical limitations simply people who have different abilities? This disconnect reiterates the need for common vocabulary and establishing a solid foundation for everyone to be using similar definitions/phrases. One comment that stood out on the adult survey came from someone who answered yes to the district buildings being accessible:

While I answered yes, I do believe that more can be done to make the buildings more accessible. From what I remember of the various buildings I was in, there were some aspects of the building that allowed for physical accessibility, but it would be more burdensome for someone who needed to use an elevator to navigate versus someone who would be able to use the stairs. It seemed like the minimum was met to ensure physical accessibility, but more can be done to further ensure accessibility and make the environment more inclusive.

Disproportionality is addressed within representation by looking at participation in special and advanced programs for any large differences between the overall school population and those involved in the programs. When student survey respondents were asked if they felt encouraged to be in difficult classes, there were 33.55% of students who did not feel this encouragement, or felt it only rarely. Looking at the racial identities of those who did not feel encouraged showed that 41.43% of these students self-reported races other than white. According to the surveys, disproportionality is seen in the advanced courses when related to the racial demographics reported for the MHS student body. A similar disproportionality is seen in the career readiness survey results: of the 25.8% of students who reported no being exposed to a range of educational and potential career options available after MHS, over 80% self-identified as part of a marginalized group (gender-expansive, language other than English spoken in the home, and/or racial identity other than white).

Discipline was also analyzed by the audit team for any areas of disproportionality in representation. When student survey respondents were asked if their principal(s) and teachers treat them fairly, of the 13.9% who reported that teachers don't treat them



fairly, at least most of the time, all but 4 students (less than 1%) identified as either gender-expansive or non-white. This percentage is highly disproportional compared to the student demographics. When looking at the 6.28% who reported that the principal(s) don't treat them fairly, there is less disproportionality, with a slight increase in males reporting this unfair treatment. Staff survey responses also show perceptions of disproportional discipline, with only 13.04% believing discipline is always fair. The students and staff seeing instances of favoritism or biased decisions can lend to the perception that discipline is unfair, and comments given in the survey discussed the dress code policy being unfairly enforced and girls being punished less than boys for misbehaving gave examples of where this perception may originate. Parent/guardian/caregiver comments also called out the dress code as one of the policies that is not always enforced fairly, with reports that females are disciplined far more often in this area than males. There were comments in the survey, as well as discussion during focus groups, about issues with the discipline referencing the dress code as unfair. Dress code policies that target specific groups of students (particularly female students, students of color, and gender-expansive students) such as the targeted language around 'clothing that causes distractions' or 'could be perceived as gang-related' open the door to problematic enforcement rooted in stereotypes and disproportionality.

General Findings around Social Justice, Equity, Diversity, and Inclusion (JEDI)

Within JEDI, there are three main concepts that are examined during the equity audit process: embodiment in decision-making, conversations around JEDI theory/philosophy, and presence in the mission and vision for the school.

On the Self-Assessment, Mahwah High School scored themselves a 5 out of 10 in Overall Experience, noting many strengths, including: students having the ability to waive into classes where they may not meet all of the criteria, volunteer and career fairs, their Strategic Action Plan being rooted in equity, the Community Connections program, Talking Points communication software, having a mission statement rooted in inclusion, and several professional development offerings. In addition to the multiple strengths identified, the Self-Assessment also provided opportunities for improvement, including having a universal understanding of terminology and goals, assemblies for mental illness, and targeted professional development regarding JEDI practices.

For JEDI work to be sustainable, it is critical that it becomes the lens through which decisions are made. With regards to the embodiment in decision-making, 50% of parent/guardian/caregiver respondents and 56.52% of staff respondents reported that the Board of Education makes decisions regarding inclusivity work that they agree with, at least most of the time. When looking more broadly to assess whether stakeholders believe the Board makes decisions that uphold all students, the respondents were much more favorable among parents/guardians/caregivers (with 67.8%) and slightly more favorable among staff (with 65.21%) reporting that they agree,



at least most of the time. Overall, these numbers are lower than the district average across all schools – especially among the staff. The audit team encourages continued conversations and open dialogue to increase the level of trust between the Board and stakeholders, specifically staff, of MHS.

JEDI theory and philosophy is a concept that deserves time. Without a strong foundational understanding of concepts, it is difficult to expect stakeholders to ‘buy-in’ to the concept. Moving forward, ensuring that this work is embedded across multiple levels of the school, including conversations, purpose, curriculum, and training, will allow all stakeholders to see themselves represented and to gain a stronger foundation for building an equitable and inclusive educational environment.

Summary of Findings

After reviewing all information, including, but not limited to, the survey results, Self-Assessment, classroom observations, and interview findings, the audit team identified the following consistencies and inconsistencies with the perceptions of stakeholders within Mahwah High School.

Classroom Culture showed both strengths and opportunities for improvement. Survey comments showed that those who are involved in activities or report having a strong friend group were more likely to report feeling a connection to the school than those who were not involved with extracurricular activities. Shared inquiry and dialogue were observed as an opportunity for improvement. Physical safety was perceived much more positively than emotional safety. In the area of discipline, Restorative practices were said to be integrated into the school and disciplinary practices; however, this was also included as an opportunity for growth and not observed during school visits. Comments across stakeholder groups included sentiments of favoritism and subjective application of discipline and expectations.

Family & Community Engagement demonstrated highly interactive resources for students and their families, including guidance newsletters to students by grade level, electronic Braille opportunities, and activity nights such as college planning activities. Senior citizens from the community are also invited to participate in activities such as attending the school plays, and the students host a senior citizen prom. There are various school foundations that are family-led and school-led for families to feel included. One opportunity that was noted, though, was that individuals who are unfamiliar with the community or for those that English is not their primary language, these opportunities often went unnoticed.

Instruction provided many opportunities for advanced learning, including dual-enrollment programs and college test prep courses. In 76.93% of classrooms, the audit team observed students actively engaged in the learning activities. Differentiation opportunities such as project-driven learning in challenging yet attainable ways were also observed by the audit team.



Teacher Leadership provided evidence that staff members do not feel equipped to address acts of discrimination and/or to have conversations surrounding controversial topics. Furthermore, if tools were provided, staff shared that there would still be a concern of whether they would be supported should an adult in the community not agree with what was being taught. A focus group suggestion made was to provide professional development opportunities specific to responding to discriminatory circumstances. Further comments, both in the survey and focus groups, requested professional development for JEDI practices as a whole.

Within the concept of Representation, the audit team looked at representation among staff, materials/curriculum, accessibility, and programming efforts. There was a need for more cross-representation among the staff. Barriers to classroom access showed a need for further understanding among stakeholders. When asking the question solely about physical access, results were different from when asking about access for different abilities. Participation in programming was observed to have evidence of disproportionality, with students from marginalized groups (gender-expansive, language other than English spoken in the home, and/or non-white) feeling less motivated by staff to consider more advanced courses and/or to think about next steps after MHS. Discipline numbers also showed signs of disproportionality, with disciplinary incidents that involve students of color having a higher percentage of student involvement than that of the student body.

When reviewing general findings, the stakeholders of MHS seem to have a lower level of trust – both with the Board and with one another. There were comments made during focus groups that ‘moles’ were planted in the conversations and that there were very different expectations for both students and staff members, depending on who you were. Overall, the audit team met many people who genuinely care about the best interests of the students at MHS; at the same time, even with the best of intentions, without a strong relationship and sense of trust, the impact is damaging.

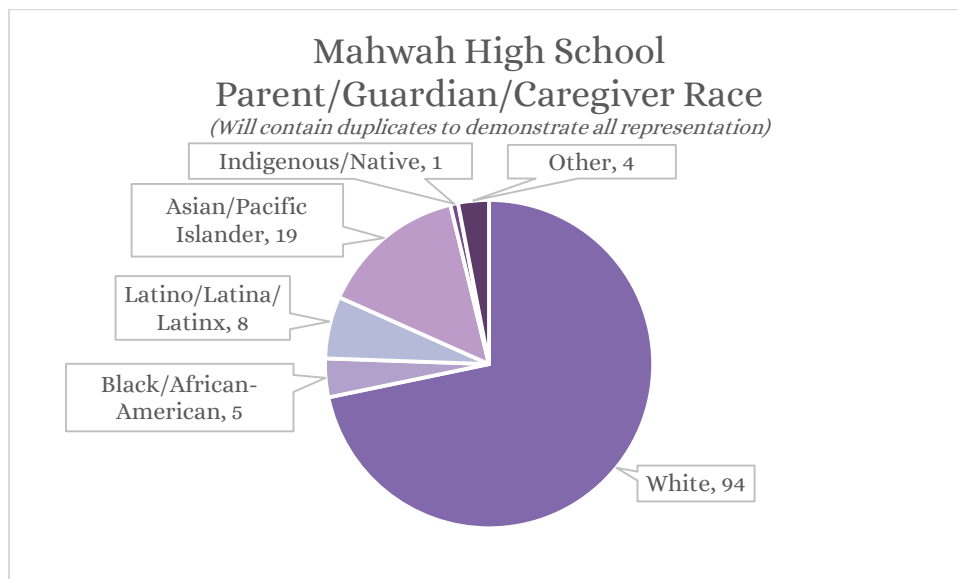
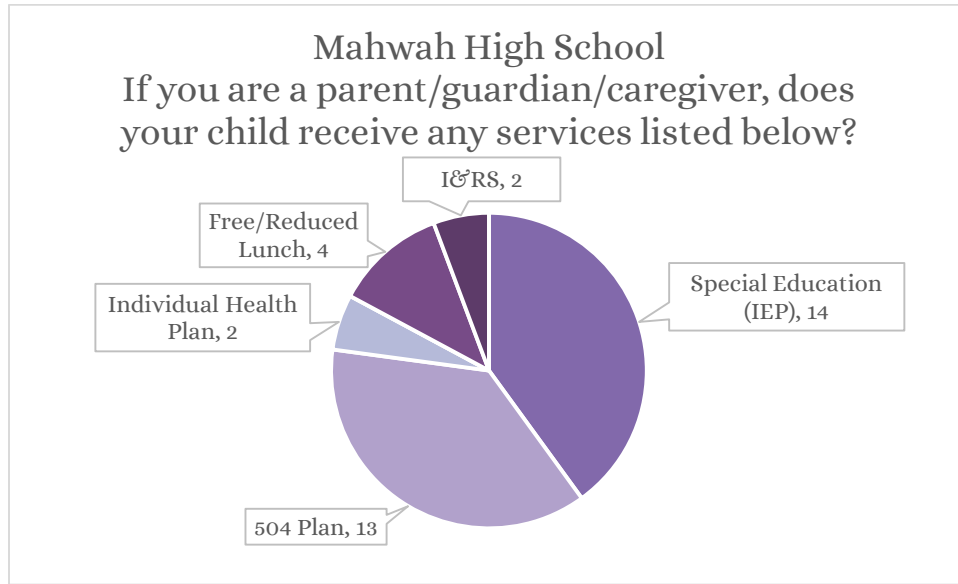
Overall, there were many strengths as well as opportunities for improvement noted by the audit team while reviewing data from MHS. The following section is a compilation of all unedited survey data (redacted, if appropriate and to maintain confidentiality) collected from Mahwah High School. Please note that spelling and/or grammatical errors committed by the person completing the survey were left as submitted. Nonsensical, duplicate, and/or blatantly harmful or discriminatory comments were redacted.

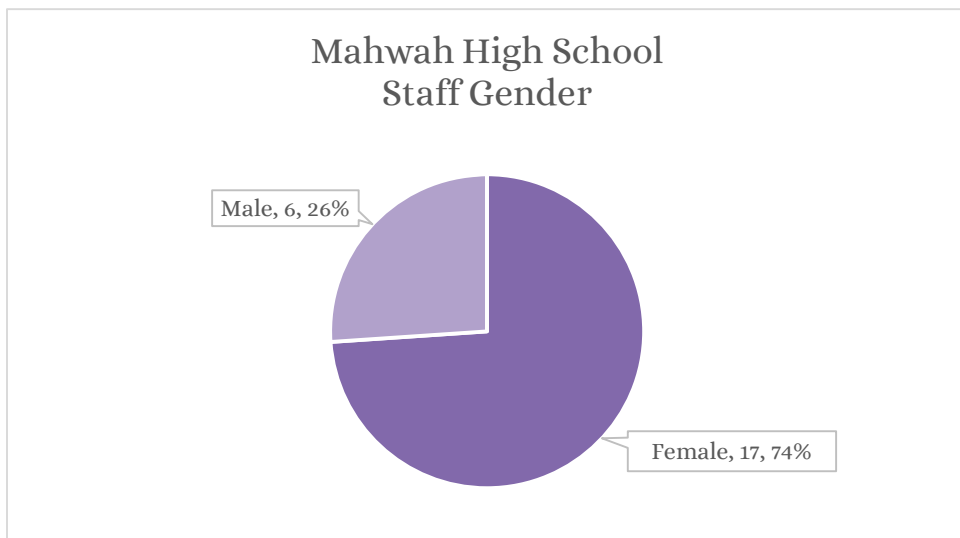
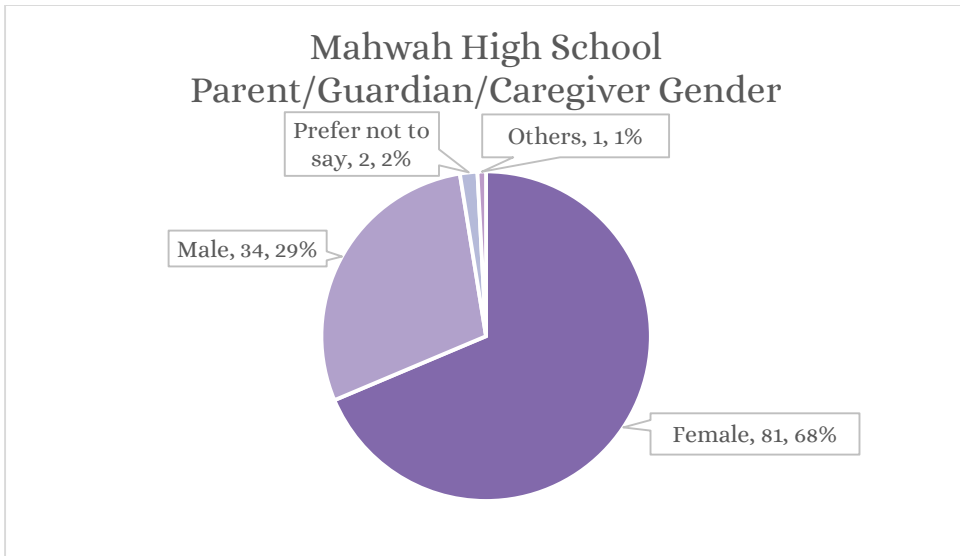
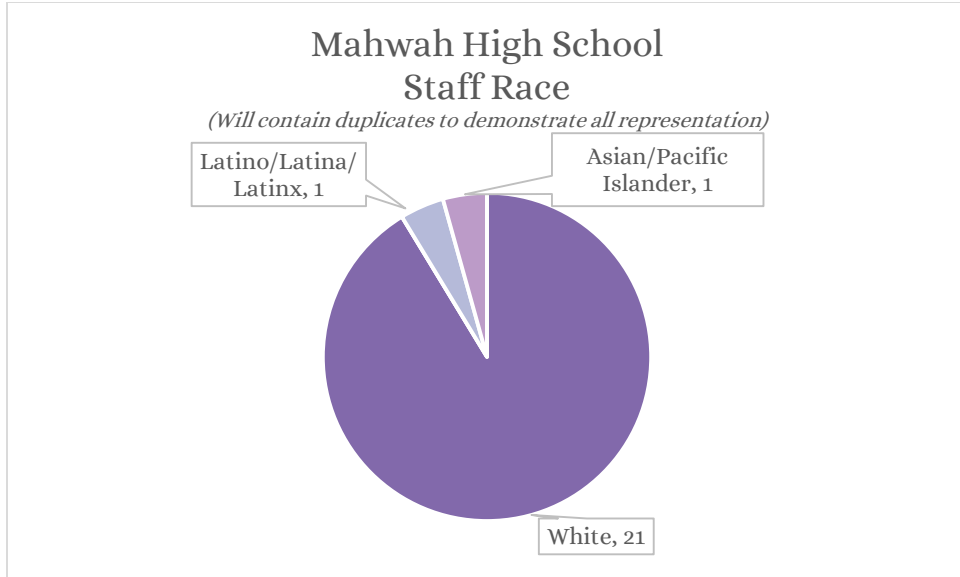


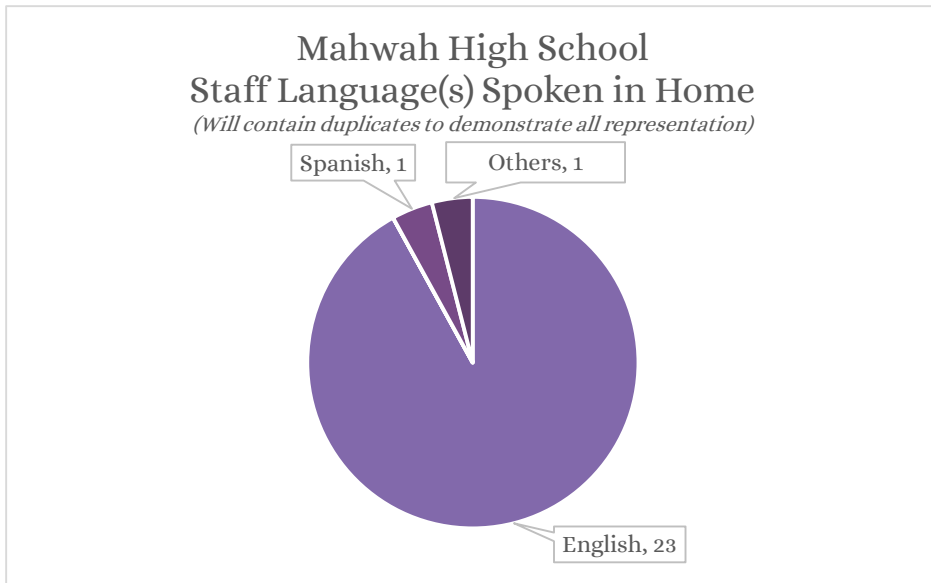
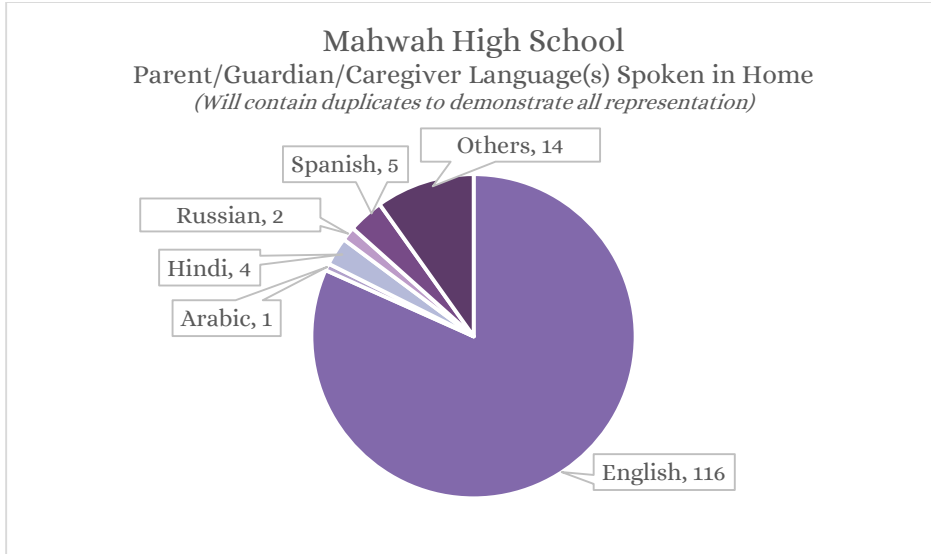
Mahwah Township Public Schools Mahwah High School Adult Survey

Parent/Guardian/Caregiver Survey Respondents: 118

Staff Survey Respondents: 23

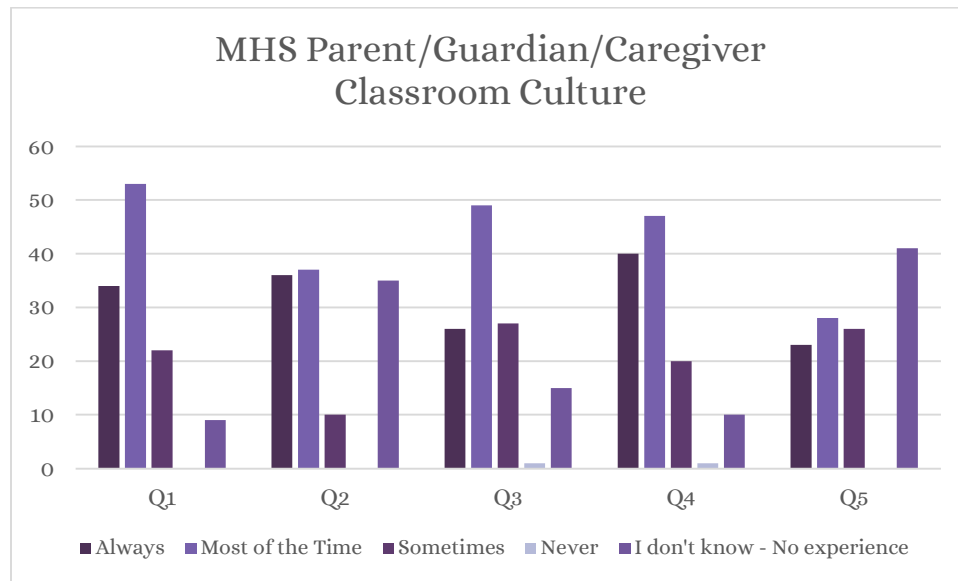






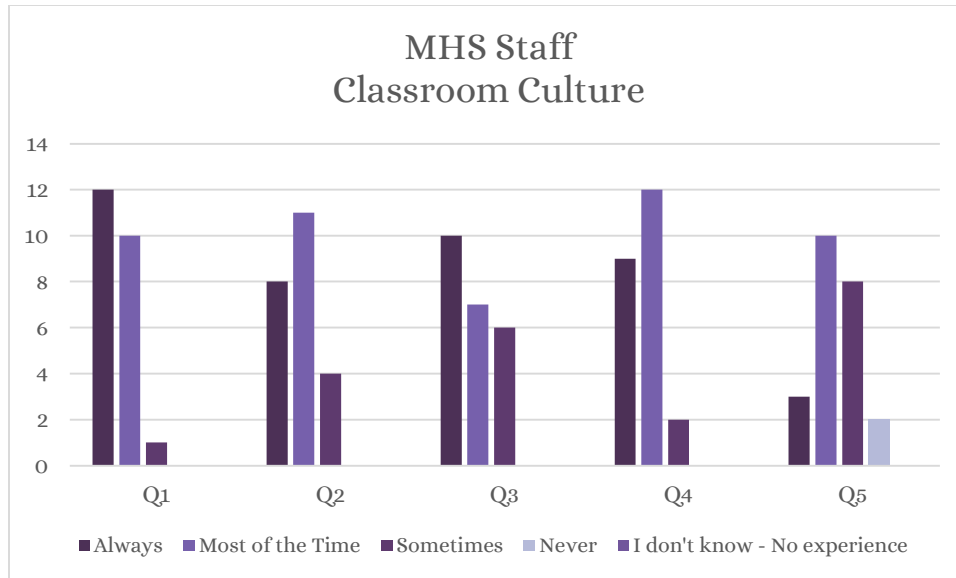
Section 1: Classroom Culture - Questions and Responses

- Q1: Students are valued as unique individuals within Mahwah (and more specifically the school I am answering from).
- Q2: Classrooms are set up in a way to provide physical access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



Section 1	Q1	Q2	Q3	Q4	Q5
Always	28.81%	30.51%	22.03%	33.90%	19.49%
Most of the Time	44.92%	31.36%	41.53%	39.83%	23.73%
Sometimes	18.64%	8.47%	22.88%	16.95%	22.03%
Never	0.00%	0.00%	0.85%	0.85%	0.00%
I don't know - No experience	7.63%	29.66%	12.71%	8.47%	34.75%





Section 1	Q1	Q2	Q3	Q4	Q5
Always	52.17%	34.78%	43.48%	39.13%	13.04%
Most of the Time	43.48%	47.83%	30.43%	52.17%	43.48%
Sometimes	4.35%	17.39%	26.09%	8.70%	34.78%
Never	0.00%	0.00%	0.00%	0.00%	8.70%
I don't know - No experience	0.00%	0.00%	0.00%	0.00%	0.00%

Section 1 Comments:

All Good, Thanks

As a parent, I don't necessarily feel qualified to answer some of the questions. But I do believe that the members of the Mahwah school system have the best of intentions when it comes to treating all children as individuals and letting them be themselves. My daughter would be a better judge as to whether or not they are successful than I.

Hib is not worth the paper it is written on. All too often bullying continues. Also, not all teachers or staff are creating a safe environment.

It does not seem that the high school differentiates their instruction at all.

My daughter has been singled out by her [redacted] teacher on several occasions and was disciplined in a way different from other students.

My daughter has expressed concern about the vaping that occurs in the girls bathroom by the main office.

My daughter knows what answers to give so she is not "cancelled". Students only support left opinions, not everyone's opinions are respected.

My freshman does not like to use the bathroom as girls and smoking and vaping.

Spend more money and time educating our students and cut the nonsense

Teachers need to read every student's profiles. Teachers need to be respectful to students just as students to teachers. Staff needs to be fair to students as teachers and administrators cover for each other and make it look as if it is the student who is always wrong. The staff needs to be evaluated as some have no social / teaching skills.

The girls bathrooms are definitely not a safe environment, from what I've been told.

the school concentrates on the individuals not the majority

The teachers are often unfair in their treatment of students when it comes to a student that is advocating for himself. Although, we are told that in high school the students should work with the teachers as



opposed to parents jumping in, it appears the teachers have no patience for a student advocate. They do not listen fairly to a students issue with a lesson, homework, grade and so on. I find it very rare if ever that a teacher sides with a students opinion even when the teacher is clearly wrong.

This is my daughter's first year at the high-school so I'm learning as we go

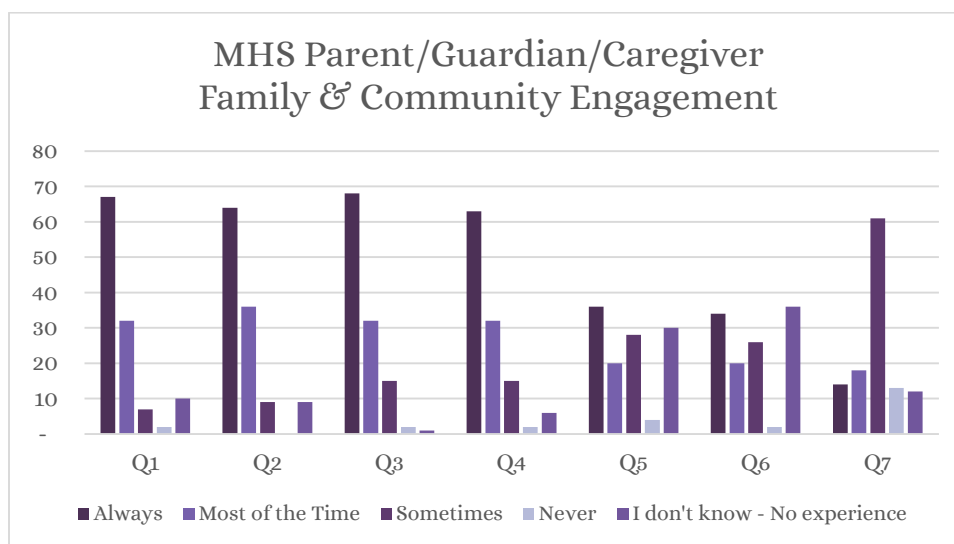
We are new residents of Mahwah, our experience with [redacted school names] has been exceptional, from our first phone calls to register my 6th grade and 9th grade children. The welcome and response from every individual, from staff, School nurse, teacher, special Ed coordinator , counselor has been beyond exceptional, we are truly grateful for the level of care and inclusion within our School community. The level of expertise and coordination to immerse our children and them feeling welcome has truly raised the bar and I as a parent have never experienced anything like this in my fourteen years as a parent, we have always been very involved in our children's educational path. We are grateful.

The discipline flucuates, classroom space is limited in some classes.

There is virtual no discipline at the high school. Teachers are left to discipline students on our own, with our own time. There is a not a consolidated effort to enforce school rules or policies related to behavior, dress, phones, etc. It is quite frustrating for staff.

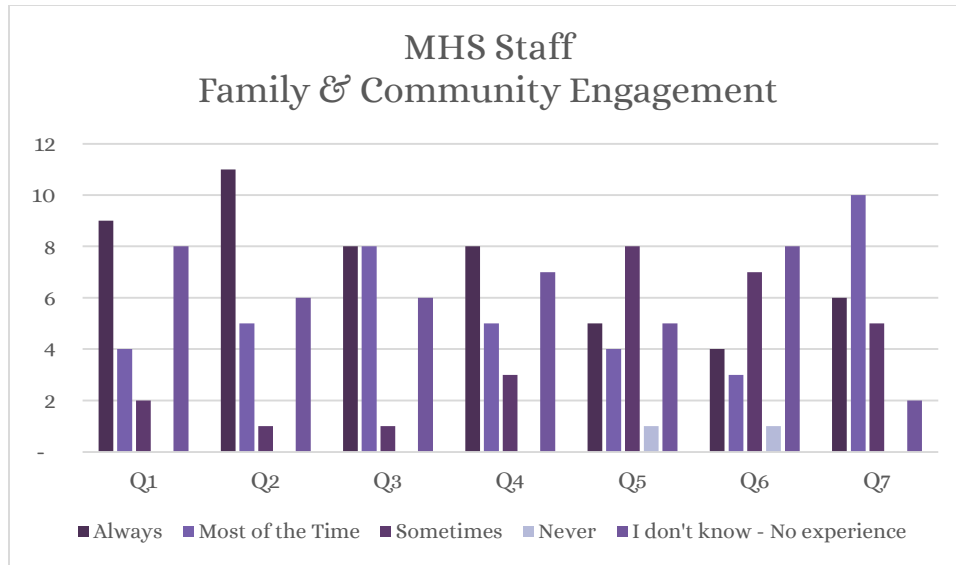
Section 2: Family & Community Engagement - Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: I am involved in the district and a part of the district community.



Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	56.78%	54.24%	57.63%	53.39%	30.51%	28.81%	11.86%
Most of the Time	27.12%	30.51%	27.12%	27.12%	16.95%	16.95%	15.25%
Sometimes	5.93%	7.63%	12.71%	12.71%	23.73%	22.03%	51.69%
Never	1.69%	0.00%	1.69%	1.69%	3.39%	1.69%	11.02%
I don't know - No experience	8.47%	7.63%	0.85%	5.08%	25.42%	30.51%	10.17%





Section 2	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Always	39.13%	47.83%	34.78%	34.78%	21.74%	17.39%	26.09%
Most of the Time	17.39%	21.74%	34.78%	21.74%	17.39%	13.04%	43.48%
Sometimes	8.70%	4.35%	4.35%	13.04%	34.78%	30.43%	21.74%
Never	0.00%	0.00%	0.00%	0.00%	4.35%	4.35%	0.00%
I don't know - No experience	34.78%	26.09%	26.09%	30.43%	21.74%	34.78%	8.70%

Is there a support system (including financial and/or emotional support) in place for families? If so, what are they?

- 504 plan
- counselors
- Counselors give students emotional support.
- DK
- Don't know
- dont know/havent needed
- don't understand the question.
- Emotional Support
- emotional TBD, [redacted school name] last year was a total joke
- ESL, Gender neutral environment, counselors
- Faculty
- Financially, other than the free lunch system, I know of none. Emotional support, I know of none, as my children get that from their home life
- for tragedy in schools
- Free lunch food action
- Free lunch program
- Guidance counselor, school nurse
- Guidance Counselors
- Guidance counselors care about the students
- Guidance Department

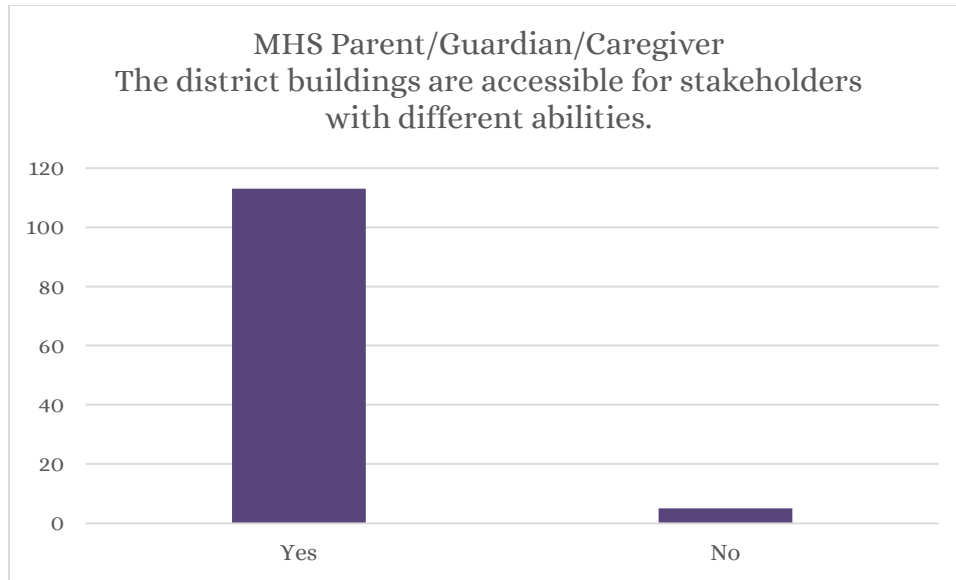


Guidance has always supported any questions I have had, teachers have always been very responsive to concerns. The district does inform parents of the free/reduced lunch as well as counseling services available on their webpages.
I am not aware of any
I believe so based on my knowledge from a friend in need in the district. I don't inquire on specifics as it is none of my business. It is personal for each family in need.
I do not know but assuming there is something in place
I don't know
I have no idea
I understand that there is free/ reduced lunch and I think the school has a counselor but I don't think my student who has mental health issues would ever be inclined to use them.
I'm. It sure what you are asking
I'm not aware of emotional support programs
im not aware of individual needs in the community and if they are met
Limited assistance
lunch program, counselors
Mahwah Alliance
My daughter was in ESL with [redacted name] last year
Never needed them , so I can not answer
No
No clue
no direct experience
No idea
No my daughter struggled during and after the pandemic and there was no support for her in school. I took her to a private provider.
No sure what this means...
Not sure
Not sure what you are asking
Not that I am aware of.
Not that I have seen
Nothing that I know of
Nurse is fantastic for support
Online groups / friends / community
Parenting
Reduced lunch program and help with sports fees, equipment/HS counselor for students
Reduced lunch when needed
School counselor
Students who are financially challenged are always discreetly paid for so they can participate in all activities
Superintendent, principal, Guidance counselor
There are psychologists at the school
There needs to be more emtional support
Unknown
Unsure
We do individual and group counseling
We have received emails regarding school supplies, if anyone is in need of financial assistance, also school trips are planned well and eacg family can take part in a payment plan.

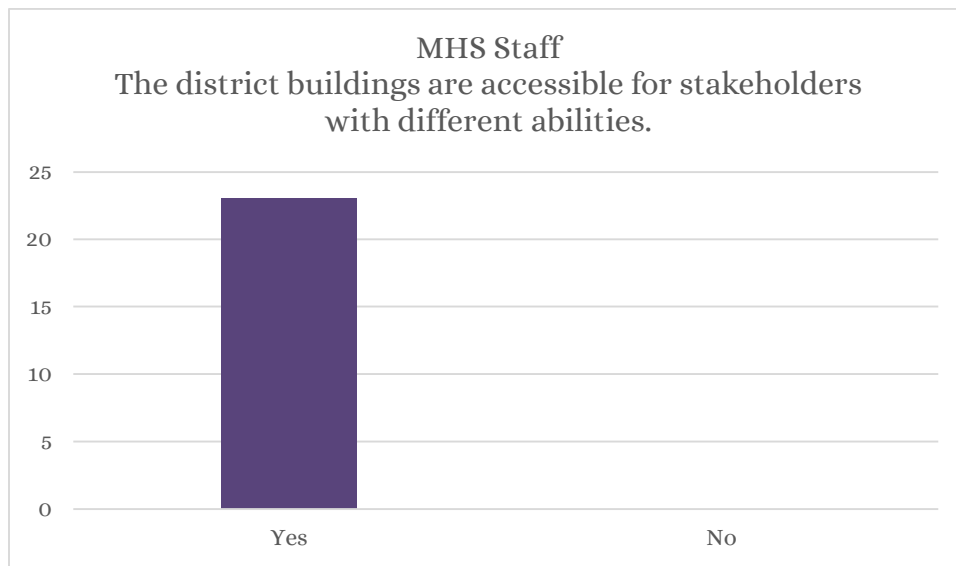


We haven't had to take advantage of the school as a support system very often. But the few times we have, the school counselors have been very helpful.
We work with our childrens case workers and guidance
Yes
Yes - building, district, and township services are available.
Yes guidance counselor and case manager and school nurse
Yes, emotional support from counselors good.
Yes, financially there is free lunch and going to the school if you are unable to pay for trips, etc. Emotionally I'm no so sure about.
Yes, I think there is support avaiable if needed
Yes. From personal experience, the Guidance Office and School Nurse provide exceptional support
Yes. Church for example.
Yes; on line courses & programs
yes-to a degree.
As a staff member I can not speak to what is available for families emotionally and financially other than reduced or free lunch programs.
ESS, ESL
Ess, Free and Reduced Lunch, not sure beyond that
Free and reduced lunch - health infomation on the Mahwah Web site
Free/ Reduced lunch. Occasional leniency when it comes to student fines. Guidance department and ESS.
guidance, Student assistance counselor, free/reduced lunch, free/reduced fees for college aps, AP exams, fees and fines: ESS:
I am not sure. There are opportunities for students in Guidance for emotional support, but I am not sure if that applies to families at large. There is free and reduced lunch.
I don't know as I am not a parent
I know there is a free/reduced lunch for some students, I had to advocate for that program for breakfast. Think there might be a program for students who can't pay for activites--not sure.
I think so but I don't really know.
I'm not sure about financial, but ESS does a great job with emotional support for students and families. In addition, there are numerous teachers who have been trained in Mindfulness and SEL practices
MEA
No idea
reduced/free lunch and guidance office
There are employees in supporting roles who can help, but people would need to search and feel comfortable doing so.
Yes. ESS, guidance counselors, student assistance counselor, school nurse, Child Study Team are available.





Yes	95.76%
No	4.24%



Yes	100.00%
No	0.00%

If no to the above question, please provide additional information.

I don't know was not an option.

I feel that we are NOT welcome in the school. The principal has sent messages that discourage parents from questioning teachers. Teachers are not always correct. They are human, and some are very in inexperienced.

It seems that kids that are smart (G&T) and the kids at the bottom get the support that they need, however, kids that are just average don't have the same level of support as those groups. If feels as if these kids, have to seek out the support on their own, b/c they are in the middle.



<p>Mahwah not equipped to handle those with special needs, best solution is private dedicated professional schools that can handle each uniqueness to thrive vs attempting to integrate with no success as well as getting picked on or not invited to any after school activities.</p>
<p>Depends on what you mean by "stakeholders and "abilities."</p>

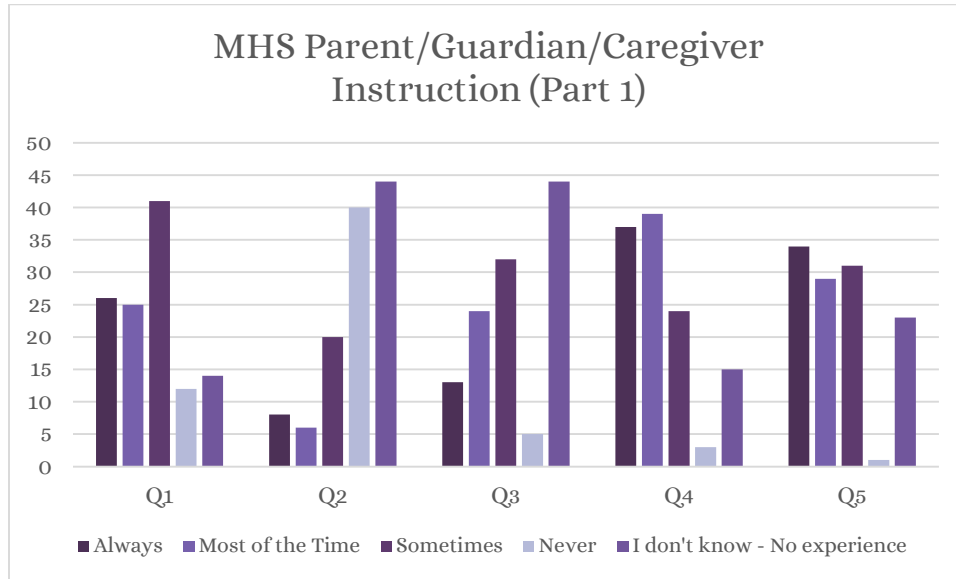
Section 2 Comments:

<p>I have one son that has graduated and another currently in [redacted school name]. Both have friends of various races and religions. They all get along and are very supportive of each other. They both entered the school system from a small private jewish school. They immediately made friends and were accepted without question. They have not experienced any sort of discrimination. They have expressed the fact that all of the students are treated the same way in the classroom and everyone has a chance to participate.</p>
<p>Kids need to know that they can be heard. They need to feel safe from retaliation without the consequence of being viewed as a tattle tale or a rat.</p>
<p>Our guidance dept needs to meet with our children every year. Not just junior year for college discussion.</p>
<p>Regarding your questions on school & district communications, I am confused. Are there other communications that I am not receiving since my family is a deemed “the oppressor” by critical race theory standards?</p>
<p>Teach love and respect - everything else will fall into place</p>
<p>There are way too many students walking around with anxiety, depression, eating disorders, etc. I feel that the district is not equipped to address this. Teachers are too concerned with getting through the course material and incur rigid penalties at the expense of student wellness.</p>
<p>I don't live in town</p>
<p>If there are financial programs for students teachers should be made aware.</p>



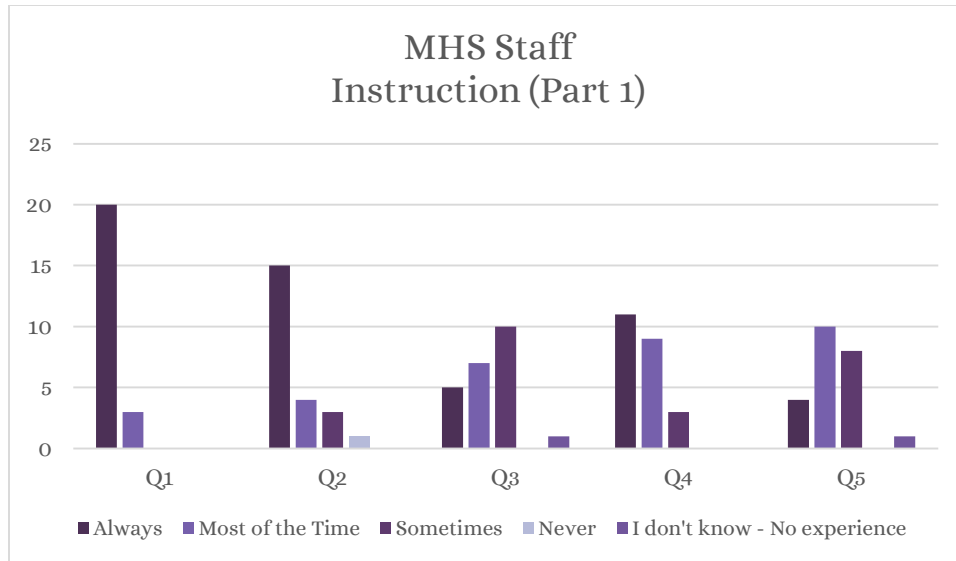
Section 3a: Instruction - Questions and Responses

- Q1: I have the opportunity to see curriculum being used with students.
- Q2: I have the opportunity to impact curriculum being used with students.
- Q3: Students are provided the opportunity to see themselves in the curriculum.
- Q4: Students are provided the opportunity to understand how people are alike and different.
- Q5: Students are taught concepts around justice and injustice.



	Q1	Q2	Q3	Q4	Q5
Always	22.03%	6.78%	11.02%	31.36%	28.81%
Most of the Time	21.19%	5.08%	20.34%	33.05%	24.58%
Sometimes	34.75%	16.95%	27.12%	20.34%	26.27%
Never	10.17%	33.90%	4.24%	2.54%	0.85%
I don't know - No experience	11.86%	37.29%	37.29%	12.71%	19.49%



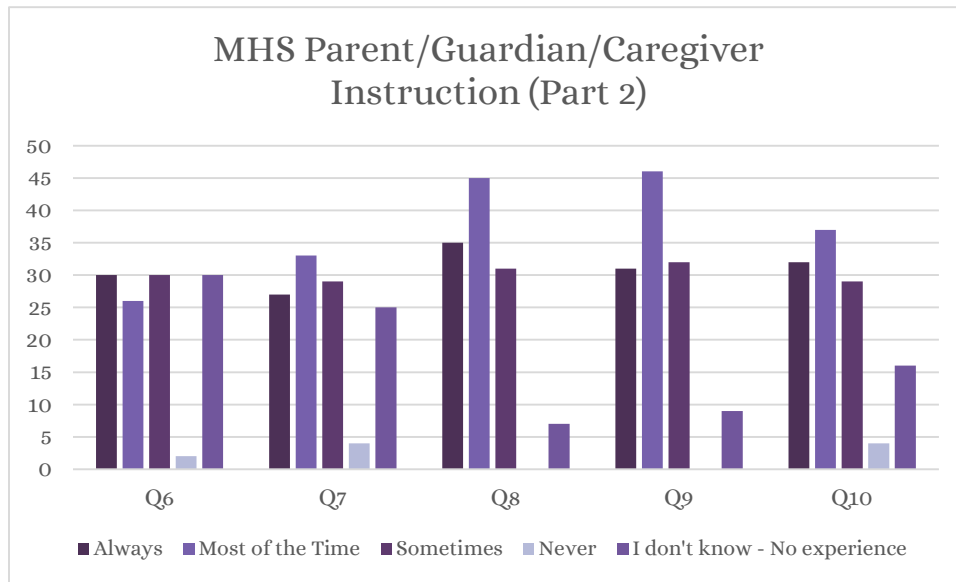


	Q1	Q2	Q3	Q4	Q5
Always	86.96%	65.22%	21.74%	47.83%	17.39%
Most of the Time	13.04%	17.39%	30.43%	39.13%	43.48%
Sometimes	0.00%	13.04%	43.48%	13.04%	34.78%
Never	0.00%	4.35%	0.00%	0.00%	0.00%
I don't know - No experience	0.00%	0.00%	4.35%	0.00%	4.35%



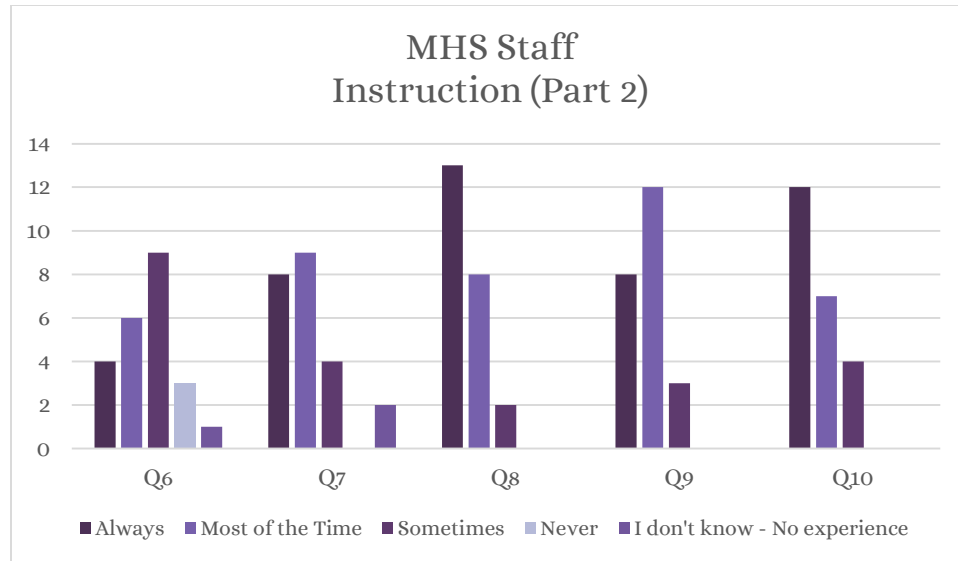
Section 3b: Instruction - Questions and Responses

- Q6: Students are empowered to take action around justice, equity, diversity, and inclusion issues.
- Q7: Students are engaged with material and taught from different perspectives.
- Q8: Students are given the opportunity to learn at their level and given supports when necessary.
- Q9: Students work together in a collaborative environment.
- Q10: Students are assessed in terms of growth.



	Q6	Q7	Q8	Q9	Q10
Always	25.42%	22.88%	29.66%	26.27%	27.12%
Most of the Time	22.03%	27.97%	38.14%	38.98%	31.36%
Sometimes	25.42%	24.58%	26.27%	27.12%	24.58%
Never	1.69%	3.39%	0.00%	0.00%	3.39%
I don't know - No experience	25.42%	21.19%	5.93%	7.63%	13.56%





	Q6	Q7	Q8	Q9	Q10
Always	17.39%	34.78%	56.52%	34.78%	52.17%
Most of the Time	26.09%	39.13%	34.78%	52.17%	30.43%
Sometimes	39.13%	17.39%	8.70%	13.04%	17.39%
Never	13.04%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	4.35%	8.70%	0.00%	0.00%	0.00%

Section 3 Comments:

Again, most of these would be better answered by the students, I think. I can only go by what my daughters have shared with me.

Assessed too frequently

I am disappointed that teachers fail to address verbal use of the "n-word" when spoken out loud. It appears to be minimized, or treated as "that person didn't mean it that way," or, "Its slang."

I do not hear my child talk much about diversity at school. I don't see any inclusion activities by the school. The school does not have any diverse programs, activities or clubs other than a LGBTQ club. I think a LGBTQ club is great, but there should be other clubs of diversity.

I find this survey about inclusion and equity is more divisive than helpful. We have raised our children to be excepting of all others, but when they share their opinions, beliefs, they are judged, almost to the point of them not speaking their mind.

I know our son is always talking about collaborating on projects with other students and the pairings will always vary, not always working with the same student. Teachers always remind students that they have time set aside after school for additional help if anyone needs it.

It is impossible to provide more diversity in terms of culture, race, ethnicity, gender, etc. -- who goes to [redacted school name] is determined by zip code -- maybe expand community relations beyond Mahwah to provide more opportunities for learning about different people than those who traditionally go [redacted school name] Likewise with a curricula that's mandated provides fewer opportunity for learning about diversity.

Teach students how to balance a check book, how to be better parents

Teachers MUST BE aware of students with 504 plans, and honor the plan put into place.

The grading system at [redacted school name] is archaic! All teachers have to use the same %. It's a terrible way to assess students. And some only have 2/3 grades a MP - That is not educationally sound. Grading at [redacted school name] is my biggest complaint with the whole system.

The squeaky wheel gets the oil type of attention goes on in school. Advocate parents get to push agenda.



There should be more education around human rights, social justice, and structural racism especially in the US. The playing field is NOT even.

These questions are vague and difficult to answer. They seem to learn about concepts in justice and injustice in World History and makes the class difficult to understand. It should be World history which includes the concepts of justice and injustice, not justice and injustices as seen around the world.

Unhappy with my childrens results on the state testing. If many kids are testing poorly, what is being done with the curriculum - is it being adjusted? I don't feel it is and I don't feel there is support for the children to improve.

Do not recall and instance when students were encouraged to take action.

I can only speak for my own experiences in the classroom with curriculum and instruction. I do address concepts related to justice and injustice.

Regarding growth, there are assessments regarding SGOs and NJTSS that attempt to collect data to see growth, but I don't think they show true growth. They will provide short snap shots of a students ability to read or write, but not growth as student from year to year, or as a person.

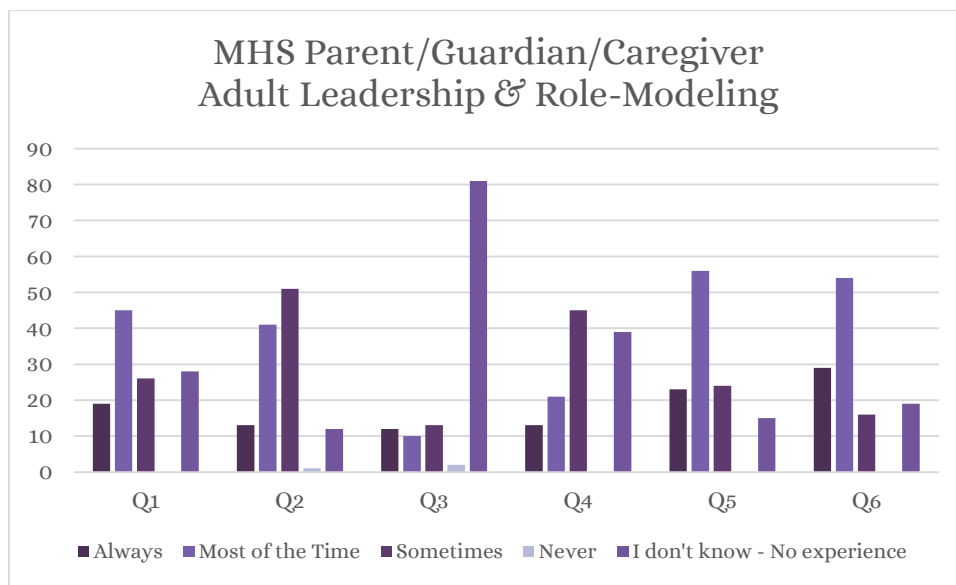
I don't feel that I have enough information about other departments to be thorough on this section.

My responses are a blend of how I approach instruction, curriculum, and extra-curriculars with my students, and what I casually observe in other subject areas.



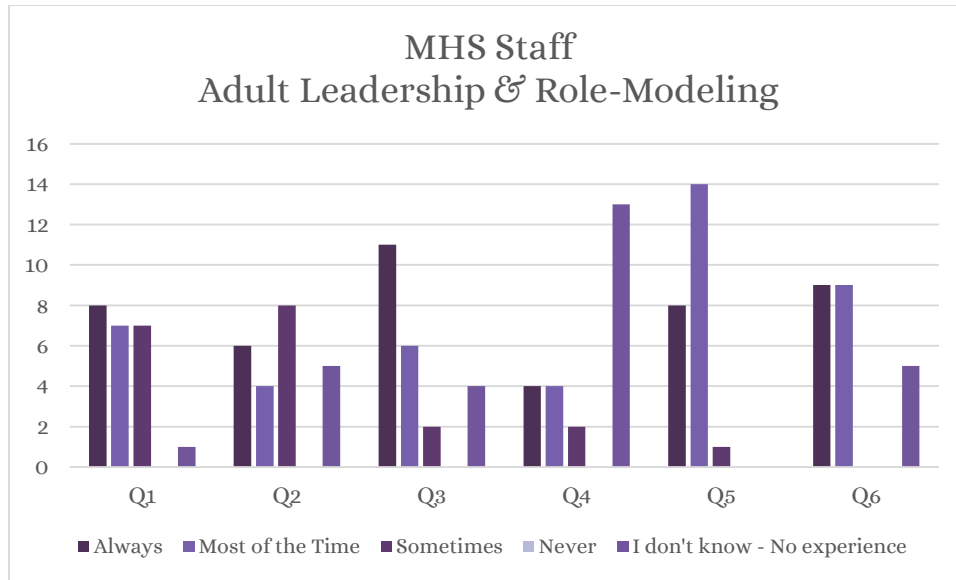
Section 4: Adult Leadership & Role-Modeling - Questions and Responses

- Q1: Staff members are open-minded and aware of biases (either their own and/or those found in society).
- Q2: Adults in the community (including parents) are open-minded and aware of biases (either their own and/or those found in society).
- Q3: Staff members speak up when witnessing acts of discrimination.
- Q4: Adults in the community (including parents) speak up when witnessing acts of discrimination.
- Q5: Staff members treat students fairly.
- Q6: Staff members treat families fairly.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	16.10%	11.02%	10.17%	11.02%	19.49%	24.58%
Most of the Time	38.14%	34.75%	8.47%	17.80%	47.46%	45.76%
Sometimes	22.03%	43.22%	11.02%	38.14%	20.34%	13.56%
Never	0.00%	0.85%	1.69%	0.00%	0.00%	0.00%
I don't know - No experience	23.73%	10.17%	68.64%	33.05%	12.71%	16.10%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	34.78%	26.09%	47.83%	17.39%	34.78%	39.13%
Most of the Time	30.43%	17.39%	26.09%	17.39%	60.87%	39.13%
Sometimes	30.43%	34.78%	8.70%	8.70%	4.35%	0.00%
Never	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
I don't know - No experience	4.35%	21.74%	17.39%	56.52%	0.00%	21.74%

Section 4 Comments:

Again, I do not think teachers treat students fairly when they advocate for themselves. In fact, I do not think teachers like it at all.

During the past couple of years vocal parents were able to control the message and the facts were disregarded.

I am disappointed that teachers fail to address verbal use of the "n-word" when spoken out loud. It appears to be minimized, or treated as "that person didn't mean it that way," or, "Its slang." I also was appalled at an honors teacher who seems to enjoy making fun of students with different cultural upbringing/experiences, such as making fun of students who didn't have a "typical, suburban,white kid exper"

I don't believe most coaches treat all students fairly. All students should have the opportunity to participate in practices with encouragement to grow as a team, not disregarded due to lack of experience or work/family obligations. Coaches can bully kids and their parents and students know the sports culture and expectations. Leave the ego at the door and encourage growth and keep teaching and coaching kids to support each other.

I wouldn't know most of these questions, as I am not interacting with the teacher(s) on a daily basis. However, I would expect educators to educate without any prejudices, biases, or any preconceptions of any student. I would also hope that they would stand up to any form of discrimination.

Not sure that much of this is going on to a great extent. A [redacted school name] teacher (now retired) was well-known by the students for their homophobia. Parents aren't much better in Mahwah - I see a lot of bias towards different groups and it is disheartening at the intolerance and hostility. Staff members are uneven in their fair treatment of students and the students are at their mercy, which can and does affect their grades and their mental health.

Some members of the community speak their minds but don't speak for me.

Specifically when teaching on Africa education must go beyond slavery and colonial discourse. It's imperative for all students. Go beyond teaching to the test on this...



Staff needs to be more mindful for ALL students and not passing judgment. This has zero to do with race religion or sexual orientation and more with judging students by behaviors or how they have been mistreated.

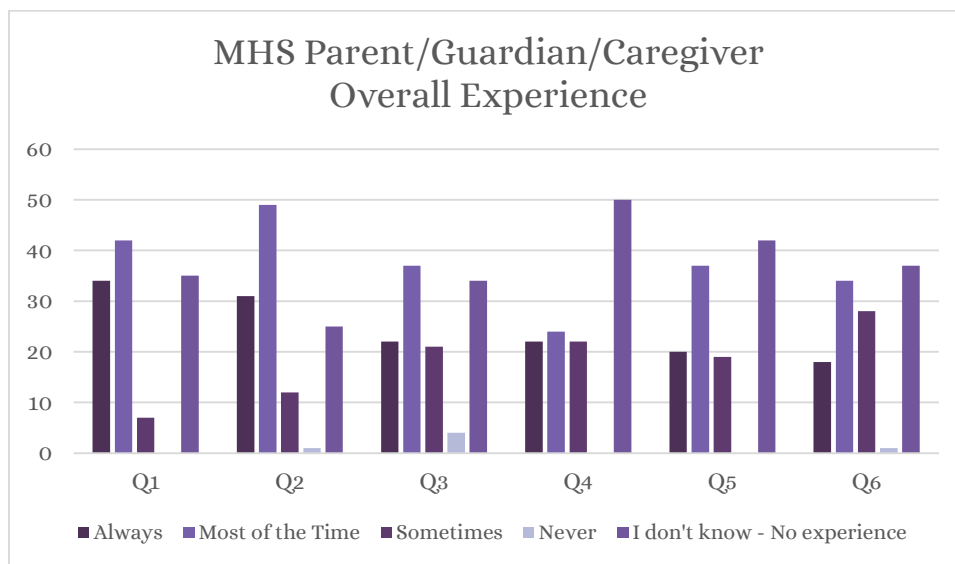
Teachers and administrators cover for each other and do not treat the students fairly as they make it look like the student is wrong and they should speak to the students with the same respect the staff is given . Teachers think they are above all and don't realize they are setting a wrong example to the student . Fairness and respect goes both ways !!

Teachers must be aware of 504 plans and honor the plan that is in place.

Again, I do not have enough info about other departments to reliably assess.

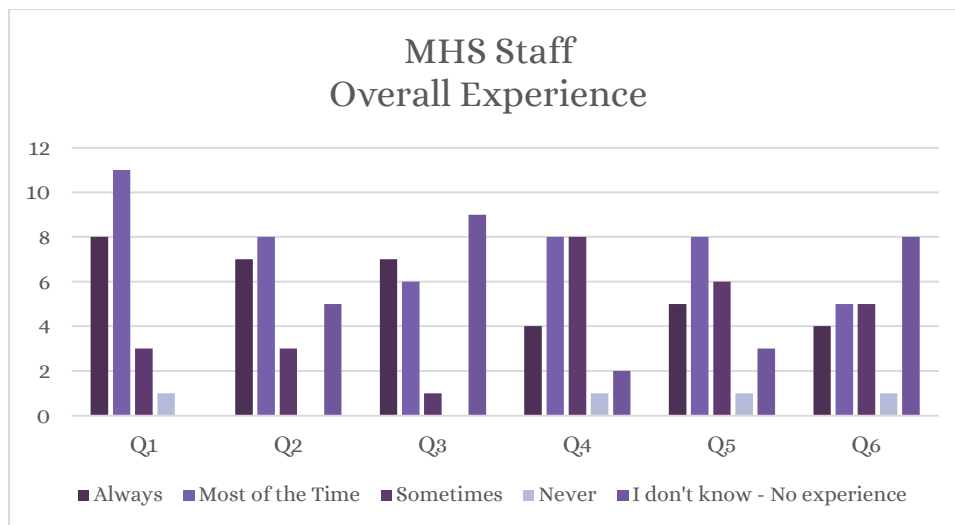
Section 5: Overall Experience - Questions and Responses

- Q1: The Central Office administration provides direction and support for its schools.
- Q2: The Board of Education supports district decisions that uphold all students.
- Q3: The Board of Education makes decisions regarding inclusivity work that I agree with.
- Q4: There are explicit conversations around equity and inclusion within the school.
- Q5: There are explicit actions being taken involving equity and inclusion within the district.
- Q6: There are explicit actions being taken involving equity and inclusion within the community, as a whole.



	Q1	Q2	Q3	Q4	Q5	Q6
Always	28.81%	26.27%	18.64%	18.64%	16.95%	15.25%
Most of the Time	35.59%	41.53%	31.36%	20.34%	31.36%	28.81%
Sometimes	5.93%	10.17%	17.80%	18.64%	16.10%	23.73%
Never	0.00%	0.85%	3.39%	0.00%	0.00%	0.85%
I don't know - No experience	29.66%	21.19%	28.81%	42.37%	35.59%	31.36%





	Q1	Q2	Q3	Q4	Q5	Q6
Always	34.78%	30.43%	30.43%	17.39%	21.74%	17.39%
Most of the Time	47.83%	34.78%	26.09%	34.78%	34.78%	21.74%
Sometimes	13.04%	13.04%	4.35%	34.78%	26.09%	21.74%
Never	4.35%	0.00%	0.00%	4.35%	4.35%	4.35%
I don't know - No experience	0.00%	21.74%	39.13%	8.70%	13.04%	34.78%

Section 5 Comments:

Equity, diversity, and inclusion must transcend compliance and performance for the sake of compliance. Must be integral to teacher and learner experiences on an ongoing basis.

Forced learnings around inclusivity without family input

I applaud inclusion. Inclusion is educationally sound. It's your grading system that needs an overhaul.

I find it disturbing that the BOE retained an outside company to determine if our schools are inclusive or biased. I also find it alarming that not one BOE member rejected the concept of spending over [redacted] for this survey. If we have to ask if someone from outside our district if we are biased, then we are biased. If we don't then we just burned [redacted]

At some point someone in the school district needs to take a stand. Focus on education first, not catering to small minority groups or influencers from outside of the district telling us what is good for our children. Who will be held responsible when this consultant finds our schools to be biased? The principals? the BOE? the teachers?

I think the district/Board of Ed has done a remarkable job navigating what can be a touchy subject for some people in this very divided political climate. Diversity/equity/inclusion should not be a political issue but it somehow has become one. All students should feel safe and included in their schools. All students should be celebrated for the unique qualities they bring to the student population.

I was glad to attend the rally against gun violence and the Mahwah pride event however, attendees faced harrassment from very loud protesters. Not sure if there even are any community-building events to break down these barriers. The bias is too strong to reason with them.

Mahwah has a bad reputation now, considering the ridiculous attempt to prevent non-residents from entering public parks.

There is actually too much emphasis on this in my opinion, they focus on it so much that sometimes teachers neglect teaching the students the basics like English, math, & science.

This survey is a bunch of crap and a waste of school funds.

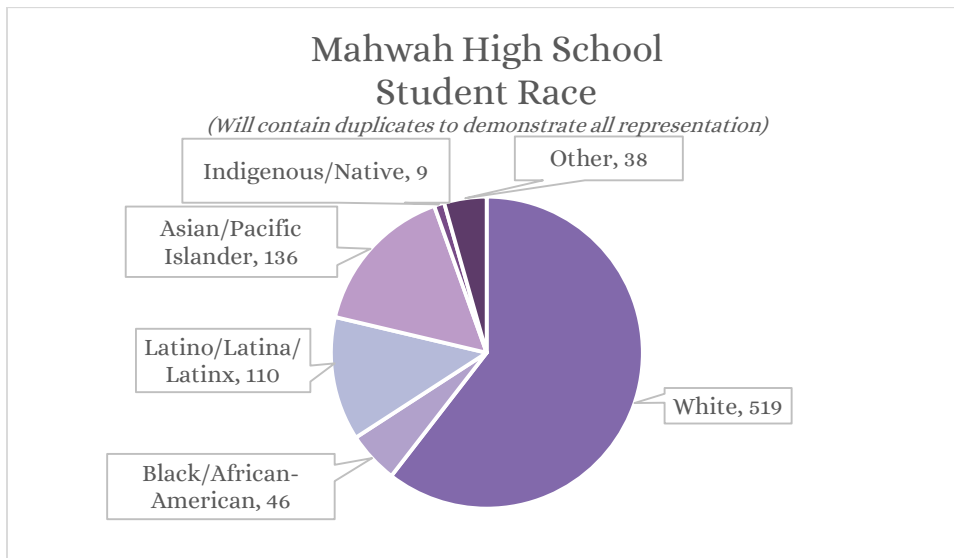
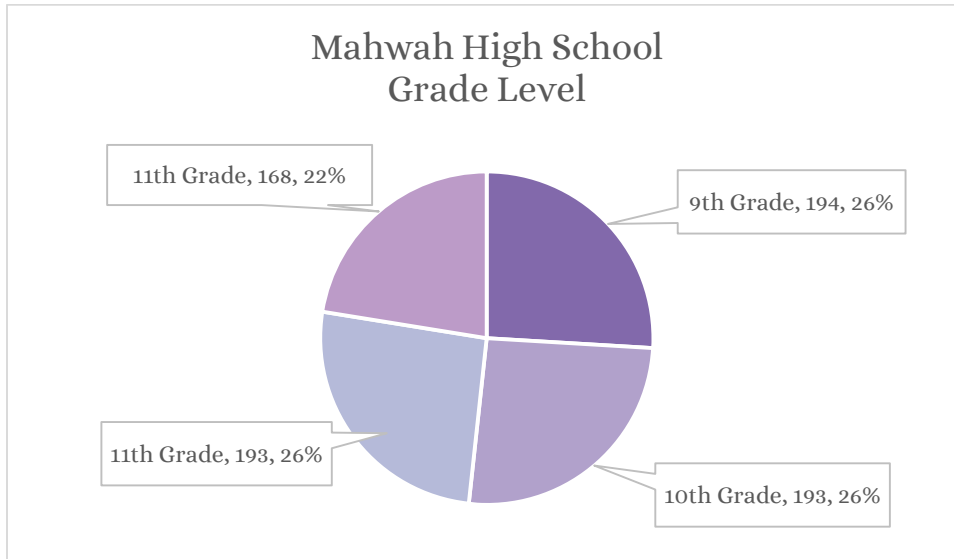
The only time we've talked about Inclusion and Equity as a school was in preparation for this survey

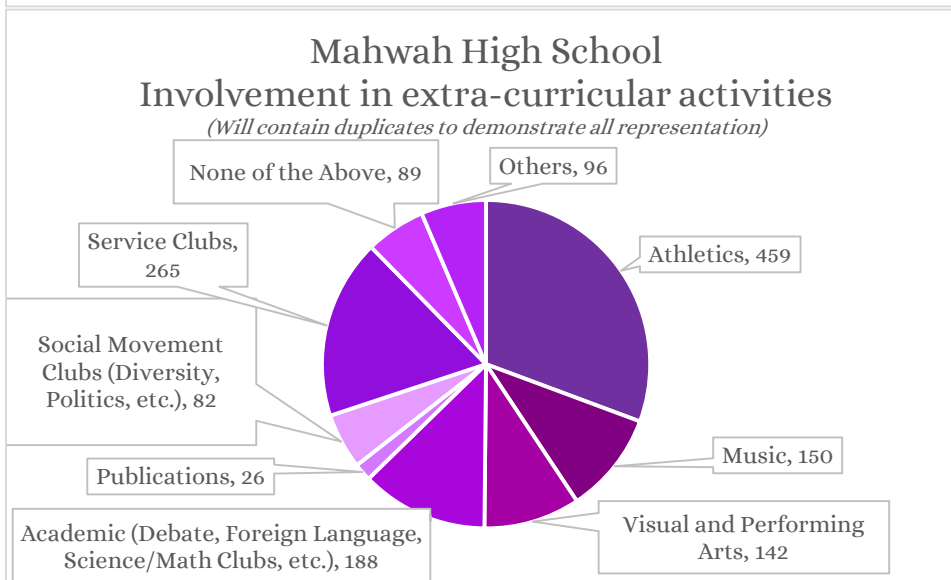
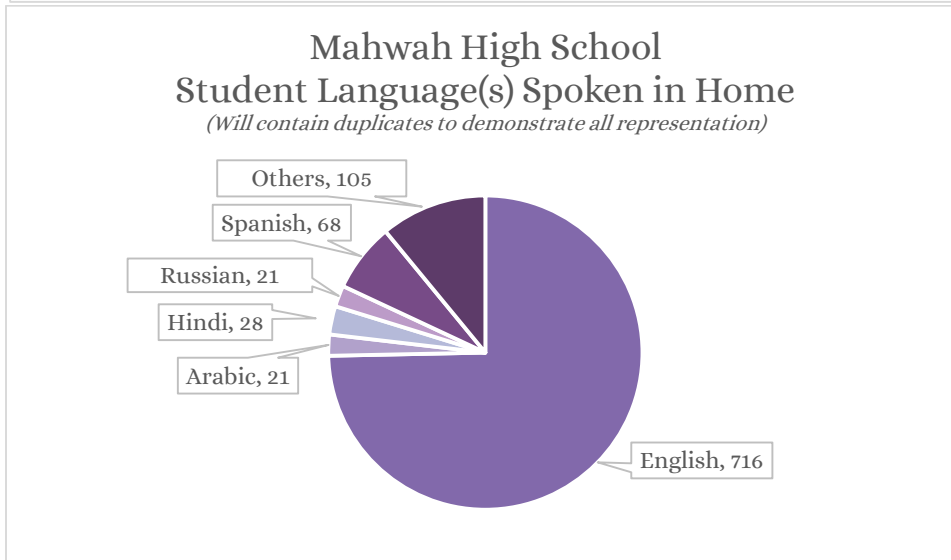
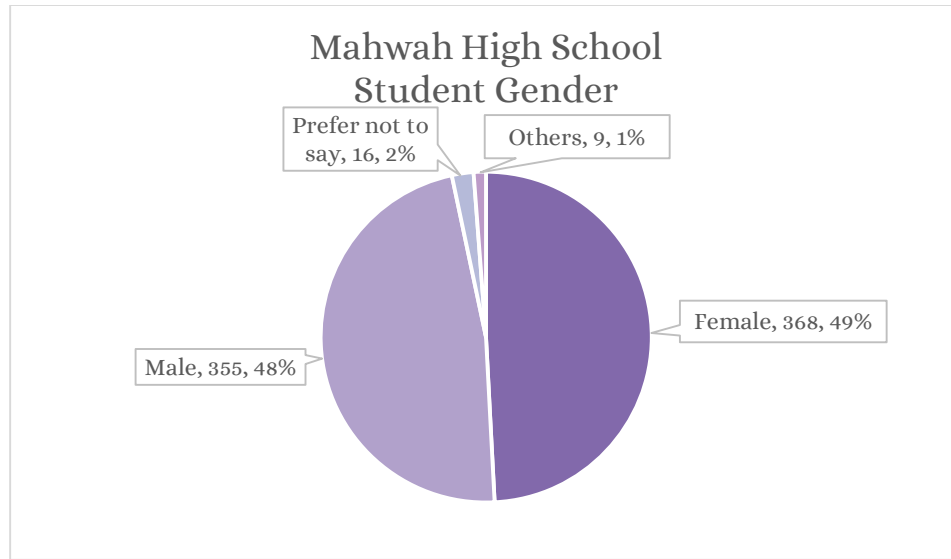
There might be these conversations going on, but the faculty is not included in them, at least to my knowledge.



Mahwah Township Public Schools Mahwah High School Student Survey

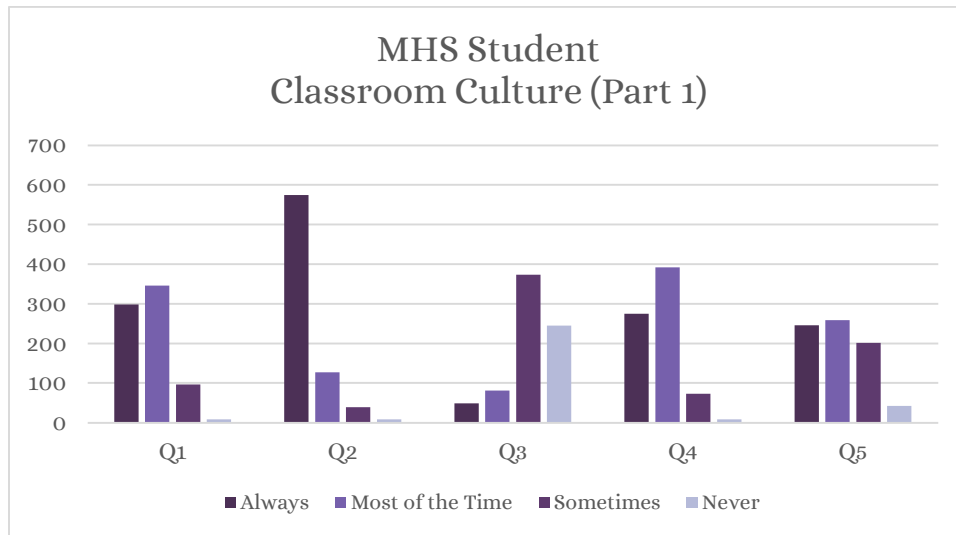
Student Survey Respondents: 748





Section 1a: Classroom Culture - Questions and Responses

- Q1: My teachers treat me fairly.
- Q2: My principal(s) treat/s me fairly.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.

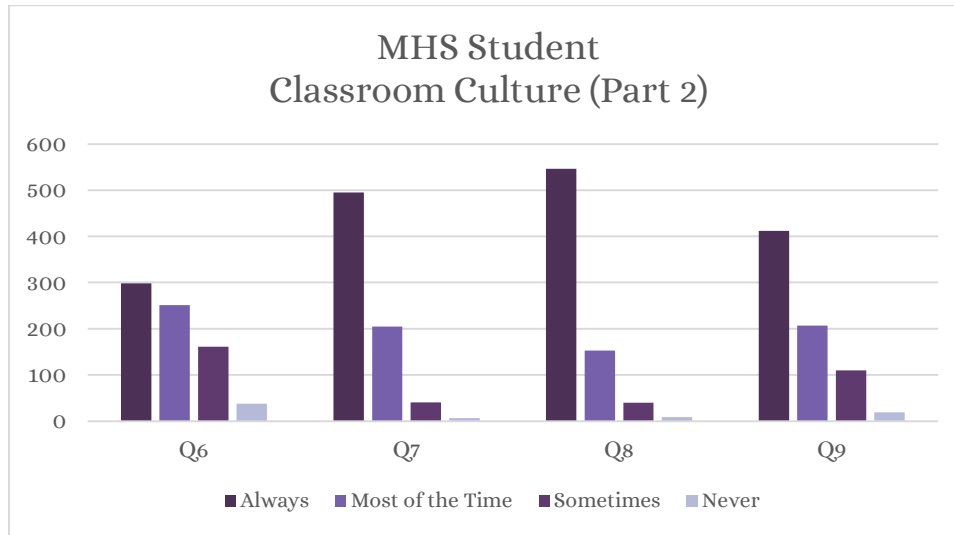


	Q1	Q2	Q3	Q4	Q5
Always	39.84%	76.74%	6.55%	36.76%	32.89%
Most of the Time	46.26%	16.98%	10.83%	52.41%	34.63%
Sometimes	12.83%	5.21%	49.87%	9.76%	26.87%
Never	1.07%	1.07%	32.75%	1.07%	5.61%



Section 1b: Classroom Culture - Questions and Responses

- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students'.



	Q6	Q7	Q8	Q9
Always	39.84%	66.18%	72.99%	55.08%
Most of the Time	33.56%	27.41%	20.45%	27.67%
Sometimes	21.52%	5.48%	5.35%	14.71%
Never	5.08%	0.94%	1.20%	2.54%

Section 1 Additional Thoughts:

A few of these questions I answered while I'm thinking of others, for instance the bullying question. I am fine when it comes to emotions right now, it is just that I was considering fear of being mocked, and paranoia.

Any form of consequence is random and at someone's discretion/personal opinion. There is no consideration for those with special cases or needs.

Certain teachers really should be evaluated more often, I feel that certain teachers this year are giving an overwhelming amount of work each day without teaching much in class. This also has a lot of negative consequences on student mental health.

Depends on what the students punishment is.

Fair

fair and equal

good opportunities

Great school

I believe that I am treated fairly, but I am in no right to speak for other students

I do not like this school at all.

I don't think

I dont understand why during gym a particular group of boys get to set up pickleball while everyone else has to run for fifteen minutes.



i feel as though it is inappropriate to ask students questions regarding the way teachers dress as well asking very pointed questions regarding race of students and personal questions regarding home language and life
I feel like some situations are taken too seriously. We are all still kids and we are going to make mistakes for the next 10 years and even the mistakes some kids make that are serious usually doesn't come from the true intention of it happening. Like bullying for example, I am sure there are some real bullies but with how much "bullying" there is, it usually isn't even really intended to be the way it is perceived, kids like to mess around and they don't want to really hurt the other person.
I feel safe at school.
I feel safe in school but I ain't going around sharing how I feel with random people I don't know.
I got nothing to say about this
I have equal opportunity as everyone else in academics, clubs, sports, and all school related activities.
I have seen others bullied a lot, and while it was present in [redacted school name], I no longer experience it in [redacted school name].
I just feel like I can be targeted sometimes from teachers or the staff and it is not easy in this school especially.
I love [redacted school name]
I really like the school but I don't like that they always charge for school food
I strongly dislike [redacted name]
I think that although I am physically safe, there are times where I feel uncomfortable or off-put by something a teacher or classmates may say.
I think that overall I feel safe at school, there is a lot of work being a [redacted school name] student, but all of these academics and activities will come in handy in the future. I know that I am treated fairly because my teachers pay attention to everyone in the classroom and know how to react to students in certain situations.
I think that the school is fair in all aspects and i think that all races get an equal chance to succeed in this school
I think that we need better WIFI.
I think the school is great, but the kids in my grade are not so great.
I think the school system does a fair job at maintaining the above sentiments, though I feel that there are certain things that could be handled better. While I understand there are many students in the district and that it's difficult to give all equal treatment, it's the school system's responsibility to provide students with the necessary resources to succeed. That being said, I have noticed some instances among both students and staff (mostly students) where some of these issues aren't taken as seriously, or are neglected entirely. I feel that some people still don't quite understand that their actions have consequences on the lives of others, and I think that students of all ages would benefit from a higher degree of care in the realm of social and emotional learning. Learning how to process one's emotions is imperative to their ability to succeed both in the classroom and in life, and it should be one of many focuses of the district.
I wouldn't say I'm encouraged here to speak my mind, but I encourage myself too and will never be afraid or not speak my truth and mind if needed. And also for the last one about equal consequences to other students, I'm not sure about here but at [redacted school name] I'd for sure say they were less than equal.
I'd just like to say that I do really think I have enough experience at [redacted school name] yet to comment on some of these questions, for some I had to assume what the answer based on guesses, and I am more socially reclusive in the school, I only really talk to my group of friends and don't have much of a social presence in the class structure of this school. I still tried to answer these questions to the best of my ability though.
I'm glad that I am in [redacted school name]!
In one of my classes me and my friend were both turning around in our seats to work with the people behind us and when my [redacted] teacher walked over she only told me to turn around but let my friend



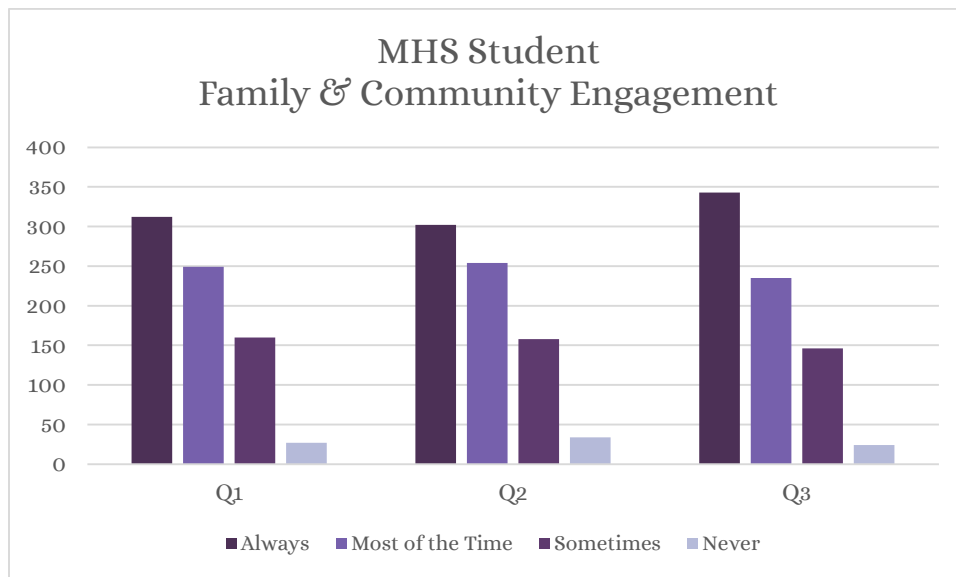
keep turning to face them. I sort of felt singled out and didn't think that it was fair she was only punishing me when we were doing the same thing.
I've been bullied before and schools have not handled it great, there was times when I was younger I was referred to as a "Dirty [redacted]" and schools didn't do anything- :)
Me and others are treated poorly based off social status and even family wealth. Not to get political but I feel like I am also disrespected based off people's political views because they feel like I have to "go back to my country", even though I was born in New Jersey to two citizens of the United States, one being an immigrant it doesn't matter he earned his title just like anyone who isn't an immigrant.
I've noticed that there are many teachers who have favoritism towards certain students so they aren't as hard on that kid, whereas they might be more harsh with punishment towards other students.
Mahwah is aight
Mahwah is ok.
Mahwah needs to actually listen to what the students are saying and the needs they express. Not the faux "SEL" that actually does nothing to improve the well-being of the students or the school.
Most Teachers and the Principal treat each student based on their opinion/view of them, not as an equal to other students. I have felt targeted by [redacted name] as well as [redacted name] on multiple occasions this year.
[Redacted name] does not treat us equally and fairly.
My personal opinion on this student survey is students may feel pressured to put an answer even though it may not be the truth. There should be other, and more mature ways where we can express ourselves rather than a google form.
[Redacted name] bullies me
not enough emotional support at the school
Physically safe is a most of the time because things can and have happened; [Redacted name] is the nicest man i've met <3.
Racism is alive and present in this school. Including high up staff members.
racism is present the school is doing nothing, bathrooms are unsafe school is doing nothing
school is too hard
School is very fair and fun always.
School lunch should be free
some teachers do not reach all students in the classroom
some teachers i have favor other kids in the class and disregard the kids that are struggling, and i feel that i am not respected in the classroom when teachers allow other students in the classroom during our tests and are disrespectful to kids who need to focus
Sometimes I feel that teachers favor certain kids due to their social statuses or involvement in extra circular activates. I also feel that teachers through the years have exposed their political beliefs, even bashing opposing ones, which is beyond unnecessary and stupid.
I don't always feel physically/emotionally safe at school because I'm often afraid of getting sick/failing. Also, people talking about topics such as politics and sex makes me uncomfortable.
teachers are harsh and do not help
teachers are too soft minded
The absence system is incredibly skewed. People get sick, have deaths in the family, need a break, etc. I'm not sure how administration expects only 13 absences per year without losing credit. Sharing opinions is also hardly encouraged or valued, guidance just shuts it down and invalidates most issues anyways.
The amount of homework is sometimes overwhelming for one night.
The freshmen this year are... freshmen.
There is one teacher in particular whom doesn't treat everyone fairly.
The lunch is too long and and there is too many people in the bathroom. I cant make new friends because of this schools social life.



the school can use some improvements like removing the stick from the board of eds [redacted].
The school sometimes is difficult to navigate.
The way teachers and staff act towards students is different between different kids that I've seen and it depends and how the teacher feels about the student and their abilities and/or family
There is bullying in school, there always will be. Whether it be me, or someone else, to their face, or not, someone is always getting made fun of.
theres to many people in the bathroom in the morning
This is a pretty good school
This is the best school I've been to
this school is so great
we live in a society
While physical bullying does not occur at school, sometimes verbally (rude) things are said to others, but it usally does not cause too much of a problem and can be easily resovled.
Why Are we required to do this survey
Why exactly is the point of this survey? I mean this with all due respect, I don't get why we are doing this.

Section 2: Family & Community Engagement - Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people at school.
- Q3: I feel connected to many people outside of school.



	Q1	Q2	Q3
Always	41.71%	40.37%	45.86%
Most of the Time	33.29%	33.96%	31.42%
Sometimes	21.39%	21.12%	19.52%
Never	3.61%	4.55%	3.21%



Section 2 Additional Thoughts:
Again I got nothing to say about this
Again, personal life can effect others when its brought up, especially when kids and students will know others will see this. My personal life really shouldn't be involved in a school "activity"
[redacted]
For all the questions referring to social stuff really only hang out with my friend group, so I don't really know many other people too well.
Great friends
how does this survey accurately give data regarding how the school is functions most of these questions are regarding home not school
I am connected to all my friends and family members.
I believe that more snow days need to be called due to the fact that it can be extremely dangerous outside and we should not be driving around on the roads. I also think that they need to be a little more forgiving and even if it is close to being a snow day to just call it as it is a very important stress reliver. I believe it would help many students in their troubles.
I don't have many friends, I feel like I'd find more friends who I can relate to outside the district, of which I already have.
I feel connected
I feel connected with others.
I feel like many teachers do not care about teaching and do the bare minimum to get through the day. Some even resist giving help.
I feel the school needs to fix the bathroom situation and stop signing in like its [redacted]
I have built many connections with faculty in the school that have helped me reach my goals.
I have good and loyal friends.
I have like one friend and I am pretty lonely and sad, a lot of my "friends" are complete jerks I only hang out with them because I'm afraid to be lonely. :) I don't talk to people outside of school except for one person, people go out to the mall and theaters with friends and I stay home because no one gives a [redacted] about my feelings. Sometimes I feel like teachers don't value my feelings either.
i like my classmates and i like my friends and my teachers
i met my best friend through winterguard and my friend group lives 2 hours away
I only have one friend. I'm socially awkward. Everyone else ignores because because of my odd demeanor, and I don't blame them. I don't know a single kid outside of school.
I think that everyone in this school gets along with each other
I think that the [redacted] AP classes are riddled with a culture of competition that prevents a sense of community from being formed
I try and be independant in my school work but I do get help from teachers.
I work with my family and teachers when I need help in school. I've also made certain friends, best friends, and acquaintances here that I feel connected too in a very good way. But outside of school, I usually always feel connected to many people.
Mahwah is aight
Mahwah is one of the most unconnected student bodies in Bergen County.
[Redacted school name] is Awesome
Not much room for family to step into school
People in Mahwah can act crazy, weird and disrespectful and I don't like kids like that.
school is too hard
School lunch should be free
Socializing at [redacted school name] sucks with students and teachers
The internet connects us all



The two questions above are a little confusing. I have a decent group of friends in school and i feel pretty comfortable with them. Outside of school there are people I talk to as well just not as much since the kids I have known for the longest I have gone to school with. It doesn't really have to do with the school its just since I know them longer.

[Redacted] I am missing valuable time from education and athletics to do it

this school ruined my social life

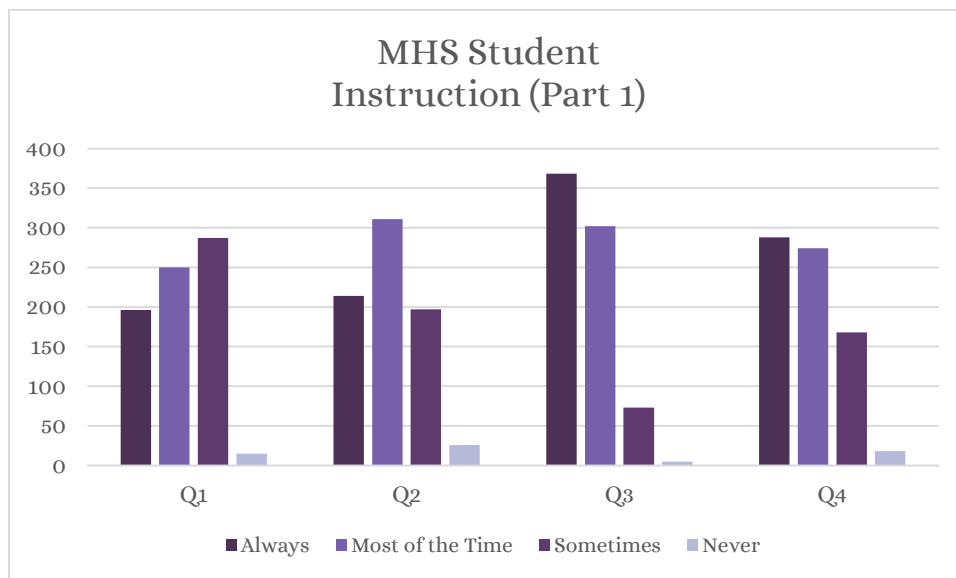
This school socials life [redacted]

We chillin

We have a deep community connection at our school. People are always helping each other with academics no matter their race or gender.

Section 3a: Instruction – Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for my work and how it will be graded.
- Q4: I am given support when needed.

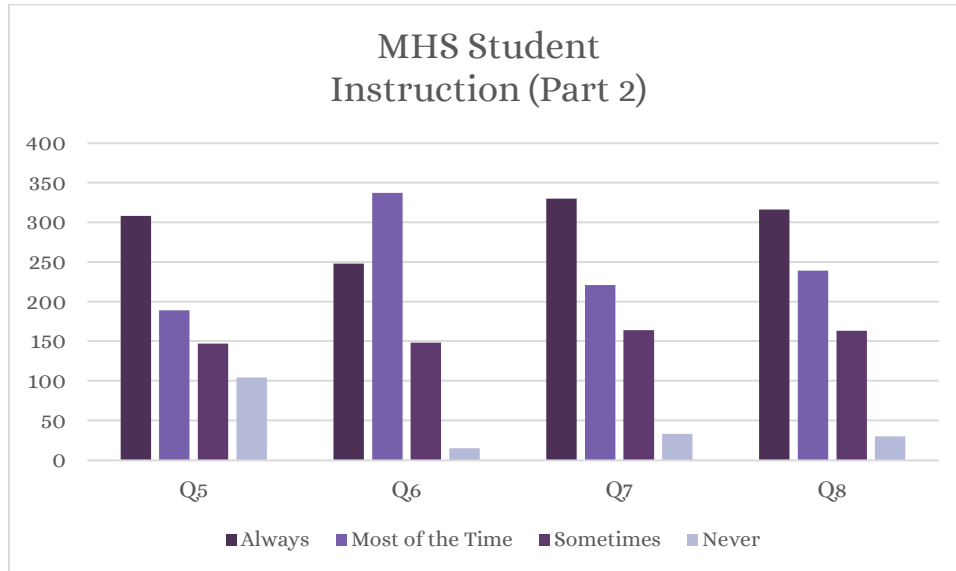


	Q1	Q2	Q3	Q4
Always	26.20%	28.61%	49.20%	38.50%
Most of the Time	33.42%	41.58%	40.37%	36.63%
Sometimes	38.37%	26.34%	9.76%	22.46%
Never	2.01%	3.48%	0.67%	2.41%



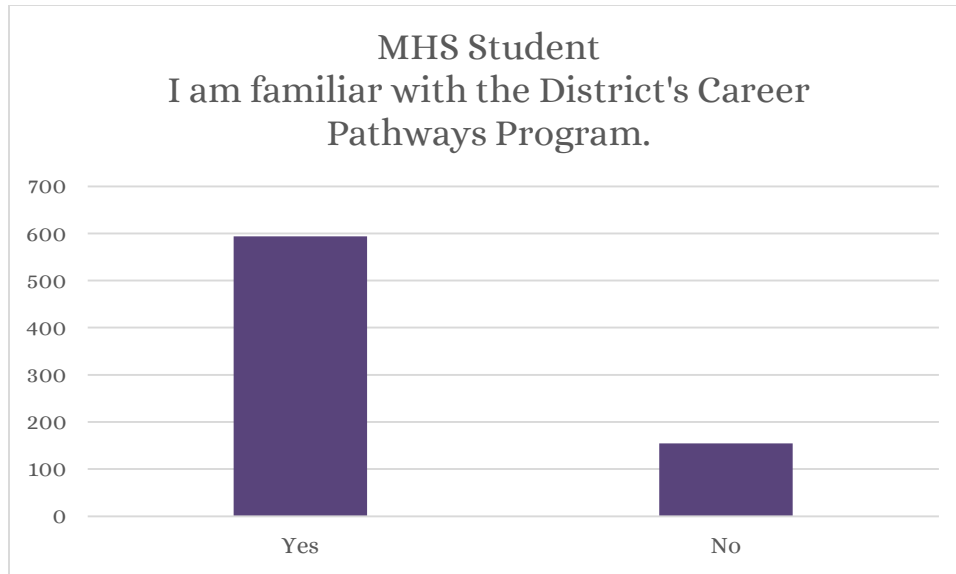
Section 3b: Instruction – Questions and Responses

- Q5: I am encouraged to be in challenging classes (AP, Honors, Gifted & Talented, accelerated courses, etc.).
- Q6: My teachers present ideas in a fair, balanced way.
- Q7: I am supported by adults to help make decisions about my life post-graduation.
- Q8: I am exposed to a range of educational and potential career options available for me after Mahwah.

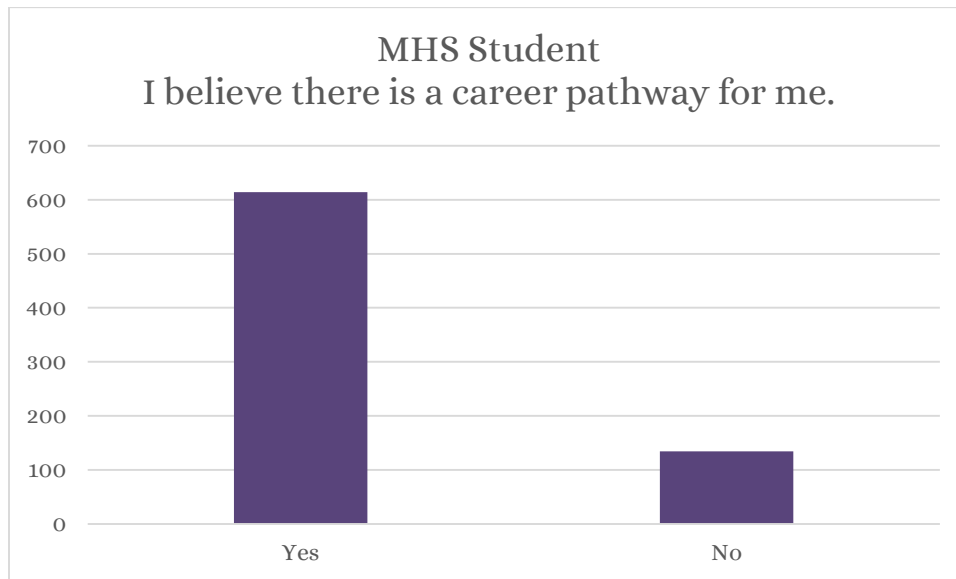


	Q5	Q6	Q7	Q8
Always	41.18%	33.16%	44.12%	42.25%
Most of the Time	25.27%	45.05%	29.55%	31.95%
Sometimes	19.65%	19.79%	21.93%	21.79%
Never	13.90%	2.01%	4.41%	4.01%





Yes	79.41%
No	20.59%



Yes	82.09%
No	17.91%

Section 3 Additional Thoughts:

Add a pathway for interested medical students

An astronomy class at Mahwah would be awesome

career pathways are the definition of one size fits all and thats toxic, also this survey is [redacted] and my responses shouldn't be taken seriously

Career Pathways are too broad and no specific classes are presented instead general courses.



for the question "I am supported by adults to help make decisions about my life post-graduation." It isn't adults in school, its only adults outside of my school life.
Great career pathways
I am always encouraged to challenge myself and work hard.
I am become chef boyarde
i am encouraged to do good
I am stupid and dumb so i believe all the pathways are for much smarter people so I am probably going to end up in [redacted] cooker.
I am supported by family and friends but more often pressured by teachers and staff, I am not very encouraged by the school nor have I ever been when it comes to honors classes and such.
I am very lost for my future
I believe that the career pathways will help me accelerate and other students be aware interested in for the future.
I believe that there is a career pathway for me, but I do not know exactly what it is yet.
I do have a learning disability so that is why I said Never to one of the answers.
I do not yet have a clear idea for what career or career pathway I will choose.
I dont k now any careers
I don't know what I want to pursue as a career in the future.
i feel as though teacher's often do not meet student's needs, i.e. students with mental health struggles are not understood and there is no attempt to aid them.
I feel like I know what the career pathway program is but I don't remember at the moment.
I feel that the career pathways are somewhat restrictive, and there should be a greater emphasis on the fact that you do not need to follow one strictly.
I feel the school/district should provide outlets for students not looking to go to college. Students should not feel forced to pick a pathway if they are planning on going to trade school.
I have a 504 plan, and none of my teachers give me any accommodations. Ever since I have been in Mahwah since 5th grade, I have had maybe 3 teachers (at most) give me any kind of academic changes (to my knowledge at least). None of my teachers this year do it, even though I am pretty positive that all of them are informed about my 504 plan, I am expected to meet the standard that everyone else has to meet, even though they know very well I have a focus issue.
I have an outline of my post grad career but this school is not helping and or guiding me to it.
I have no idea what pathway I want to do because none of them seem to interest me
i have no shot
i hop eyou have an amazing day
I kinda fit into two career pathways and I am not 100% sure what I want to do.
I like writing and stories and I think that falls under communication/ performing arts but I'm not really sure.
I still think that there needs to be more snow days to be called even if there is only a few inches of snow as that one day to catch up on personal things such as sleep and releive stress.
I strongly believe that the career pathways is pushed too much. In my freshman advisory the guidance counselor came in and basically told us that if we don't have an idea of what we want to do or have it all figured out there is no point. I feel this puts too much pressure on people. Preparation is good to a point until it puts such a level of stress that is unhealthy. You're not supposed to have it figured out when you are 14-18 that's what you have the rest of your life for. You can go to college undecided and figure out what you like or what your interest's are. Stop forcing children to make decisions for the rest of there lives.
I think a pathway oriented in research and the scientific process would benefit the district greatly; the sciences are a large portion of the curriculum and don't have a pathway to follow for students interested in pursuing a career in that field.



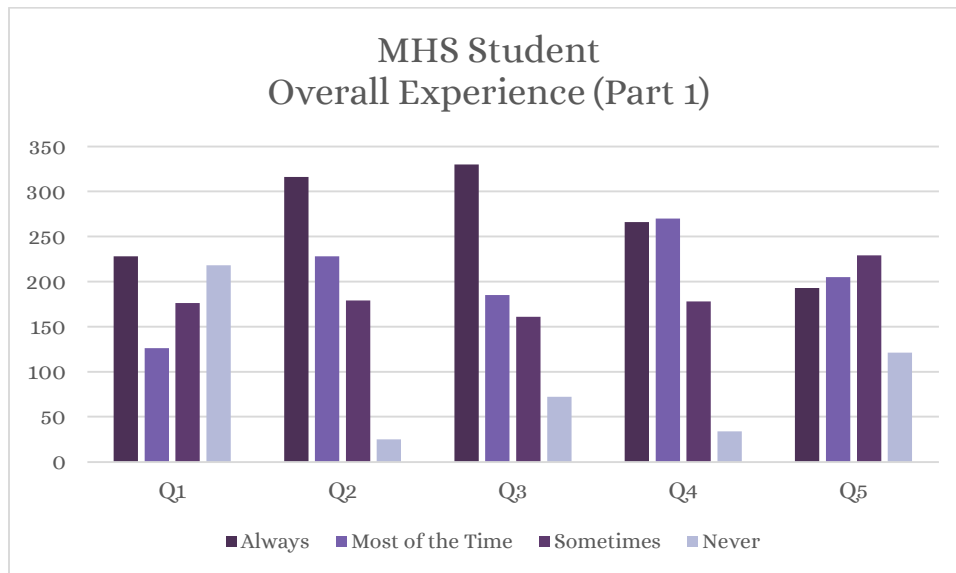
I think teachers don't really care for me and my educational needs because I learn differently than others and many teacher don't value that. I also was I guess forced into an Honors class, I said I didn't want to be in it and I was forced to stay. I can't do certain group works I just usually work better if I have a friend but sometimes I don't have a friend and I'm lonely? I can't explain it. Some teachers don't explain things well enough than get upset if I don't understand it but I'll make an effort to learn they don't make an effort to teach me a way I can understand.
I think that carrer pathways are good, however they should be more clearly expressed as more of a starting point for students to start their carrers and find out the path they want to take, verses one set path.
I think that the school could be doing more stuff outside of STEM and putting more funding into programs outside of STEM. Currently STEM dominates the school and their priorities, thus neglecting the others. Something interesting is how 2/3 of the career pathways are STEM based and there's barely any other options
I think that the teachers do a very good job with everything
I think there are some teachers that can support you and your post graduation goals but there are other teachers who do not care and just give work to give. They don't help you or they put things on a test that were never taught. I also think that some teachers pick favorites and it is very obvious that they do. I also don't like it when a teacher gives other students automatic 100s on stuff for not doing anything when other people like me have to do 2 projects and don't get the same grade in return.
I think there is also benefit to learning about plans after school more than just school or career- but on a general level.
I want to do teaching but that's not really in the pathway thing.
I want to go into Economy/Entrepreneurship.
I wish that there were more electives that were in the health pathway because there are very few.
I'm lost for my future
I'm not at all sure about what I want to do with my life after I graduate.
I'm not sure what pathway I want to pursue in the future
In school I have learned form siblings that you are actually given no help when it comes to college. He was told that maybe he could go to community college but he was accepted everywhere he applied and is thriving.
In the start of the year i had no idea what I wanted to do. Because of the career pathways i now am sure of what i want to do post-grad.
Mahwah is aight
Most teachers do not work to adapt to the students in their classroom and demonstrate "too bad, so sad" attitudes. When speaking up about any problem or issue that concerns mental health due to how things in the classroom are going the school brushes it off and does not incorporate the proper changes.
[Redacted name] doesn't express her expectations for our work well until after its submitted.
School lunch should be free
Teachers are fair.
teachers do not offer support when needed or do not help, the grading is harsh even when i do my absolute best and follow the rubric for certain assignments.
The carear pathways seem arbitrary to me. While participating in a pathway you can still take any class you want. I don't think it helps you take the classes you actualy want to take.
The career pathway seems to be something that is brought up as a freshmen and then seems to have little to no relevance. I don't remember it being talked about. I am supported by adults however those adults are my parents not teachers. My teachers don't talk to me about my life.
the few supportive teachers are in the music and theater programs and history programs
The main thing I want to be when I'm older is a famous singer/songwriter. I have all the songs written out but have no idea how to get them heard but the public since I'm very socially awkward and have no one to help me. Fearing that I'll never achieve this dream haunts me everyday, but if only I could find an opportunity, I'll take it and put all the work in. But until then, I'll continue to have extreme anxiety over my



future. =)
 I am also really uncomfortable working with people that aren't my friends because (a: the task doesn't get done as efficient (b: I lack in social skills.
 There is a career pathway for me but I don't know if I will end up following it because my parents honestly dont give me much of a choice as to what I will be when I'm older.
 There should be a med pathway and added clinical class for disease and treatment as an elective
 We are often shoved academics. We are often not exposed to alternate options. For example I believe that work study programs should be promoted better.
 What i mean by "career pathway" is not a job
 Where is the culinary program
 With so many jobs there should be more opportunities for people to learn, with the use of technology this should be even easier, however it doesn't get done. For example I want to become a pilot when I grow up and there is yet no classes I can take with aviation

Section 4a: Overall Experience - Questions and Responses

- Q1: I see adults who look like me at school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am curious about how people are similar to and different from me.

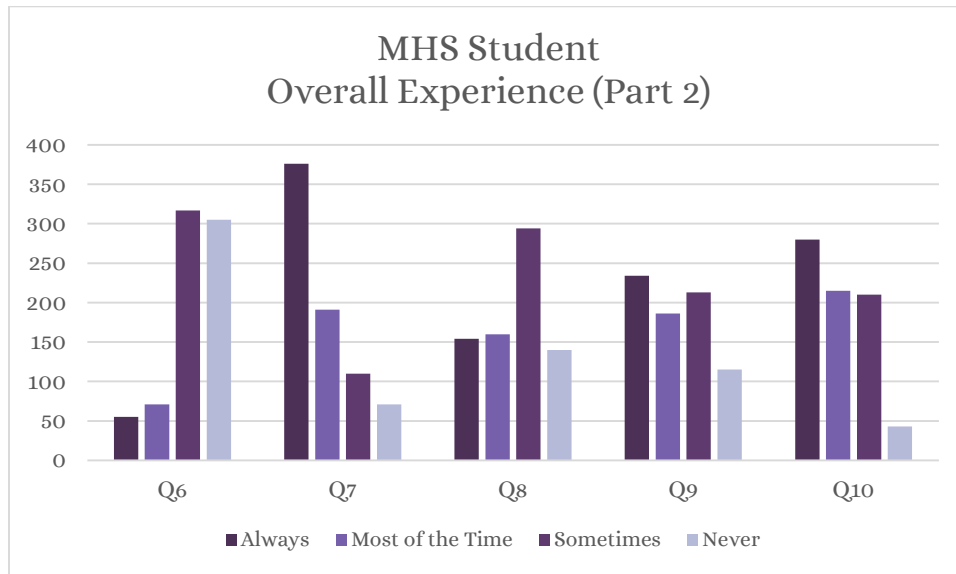


	Q1	Q2	Q3	Q4	Q5
Always	30.48%	42.25%	44.12%	35.56%	25.80%
Most of the Time	16.84%	30.48%	24.73%	36.10%	27.41%
Sometimes	23.53%	23.93%	21.52%	23.80%	30.61%
Never	29.14%	3.34%	9.63%	4.55%	16.18%



Section 4b: Overall Experience - Questions and Responses

- Q6: I see people in school being treated poorly because of who they are.
- Q7: I recognize unfairness and injustice (in history and current times).
- Q8: I see ways people are treated better because of who they are.
- Q9: I am taught skills on how to stand up against unfair treatment.
- Q10: I take responsibility for standing up to unfair treatment.



	Q6	Q7	Q8	Q9	Q10
Always	7.35%	50.27%	20.59%	31.28%	37.43%
Most of the Time	9.49%	25.53%	21.39%	24.87%	28.74%
Sometimes	42.38%	14.71%	39.30%	28.48%	28.07%
Never	40.78%	9.49%	18.72%	15.37%	5.75%

Are you able to be your authentic self at school? Why or why not?

I am able to be my authentic self at school due to the people that I surround myself by.

Although I am shy in school i feel that it isn't my true self because when i am with my friends i am my true self and express myself more

Around my friends yes, with my teachers, no.

because I feel good at school and I have learned to speak English and I defend myself with that

Depends, people might not like what i have to say, or other people might not want to hear it.

depends. if i'm comfortable sure, if not, then i will be more shy.

For the most part yes, I think at home and outside of school I can be a little more relax, and slightly less filtered which I like.

for the most part, I have spoke my mind most of the time I feel like I would be given a hard time by at least someone in administration

For the most part, it's overall a passive environment. I am able to be myself

For the most part, yes, but I need to be a responsible student for a majority of the time in school so that comes first.



How I am is not effected by the school. I am who I am and don't care about how others think of me. So the school has little effect on who I am.
I am 100% authentic at school because Mahwah is a loving and caring environment
I am able to authentic self at school by thinking of difficult decisions and working my way to get better grades.
I am able to be authentic at school because I have friends that I can relate to and be authentic
I am able to be authentic at school because there is no discrimination here.
I am able to be authentic because of the group around me and my friends who i am comfortable with.
I am able to be authentic most of the time but sometimes in the environment and society we live in today not all ideas are welcome.
I am able to be my authentic self at school because everyone is accepted.
I am able to be my authentic self at school because I am comfortable in my own skin
I am able to be my authentic self at school because I am treated well at shcool
I am able to be my authentic self at school because I can freely express myself to my friends.
I am able to be my authentic self at school because I feel comfortable to be who I am whether or not I am being judged. I know who I am and the people who are here for me are here for me. I don't look for attention and I can really care less about how people view me if they do not like me. I am happy with who I am along with how I am working on myself.
I am able to be my authentic self at school because I have friends supporting me and by me throughout the school day. However, I feel like a bit of pressure is on me being part of the [redacted] but that doesn't mean its a bad thing, because I personally hold myself accountable for things that aren't in my control.
I am able to be my authentic self at school because I have the adults at home and my friends that accept me for who I am and don't judge me.
I am able to be my authentic self at school because, I know that the teachers would not allow injustice and bullying to stand. I might stay quiet based on the fear of being mocked at, but that is all.
I am able to be my authentic self at school since nobody stops me.
I am able to be my authentic self at school, as people around me are kind and not judging. I don't feel judged for being myself.
I am able to be my authentic self at school. I have learned to not care about what other think about me. I feel very safe in my school, just wish we had more mental breaks. Sometimes all of the work we get at school can be mentally draining. I can be myself at school.
I am able to be my authentic self because I would not go about my life any other way. It varies whether people feel accepted being themselves, but being an advocate as an Asian American student is something I've struggled with greatly in school environments. It's frightening worrying about whether students or staff will support me and my community, especially while running an Asian-American culture club at the High school. Personally I've grown to present myself however I choose to, but it wouldn't be possible without the hardship I faced in [redacted school name] and the beginning years of high school.
I am able to be my authentic self because of confidence
I am able to be my authentic self in school because I have peers and teachers that support me.
I am able to be my authentic self most the time at school because of the different people in my classes. I'm more of myself in classes that I have a lot of friends in compared to classes where I don't have a lot of friends in I tend to stay to myself.
I am able to be my authentic self with my friends at school.
I am able to be myself at school. I am not treated poorly based on what I wear and my personality.
I am able to me my authentic self most of the time because the teachers let us show who we are through projects. I can also be myself when talking to my friends.
I am always authentic at school as I try and get fun out of it while still getting my work done
i am because i am
i am because I am feel that I am free to be the real mean and not soem person that people want me to be
I am because I'm surrounded by good people.



I am because I've created a safe group of friends where I can be myself
I am most of the time as it's just me I have to represent.
i am not able to be my authentic self since this school likes to mock and judge those who are different
I am not very much able to be my authentic self at school. I don't talk much at school as I do at home, for example. But, I try to treat everyone with a respectful tone.
I am usually able to be my authentic self at school because of my confidence level. I am not afraid to show who I am and what I like. I know that I am sure of myself and I do not have to worry as much as I know a lot of other people worry about themselves because of who I am as a person.
I am, because I know that no harm will come from me being myself at school
I am, I feel comfortable around the people I am with and the school environment.
I am. I feel safe to
I believe I am able to m=be my authentic self at school because I learned to not care what people think of me/ don't take things too personally that aren't important to me.
I believe so
i believe so, because my authentic self is one that is pretty reclusive.
I believe that I am able to be my authentic self at school because I have friends who know me for who I am.
I believe that I can be myself at school, my friends are accepting.
I can be my authentic self at school because I really don't care how people see me at this point, its my senior year and I just want to enjoy it.
I can be myself around my friends and people I know. But, not always around people I don't know
I can but at the same time I am not because of how everyone else views certain things.
I could (most likely) but I just don't feel like it
I could hypothetically, but I just don't feel like it.
I couldn't tell you. A muslim in a whole white school what could go wrong.
I don't know, it depends.
I don't really know. People at this school creates labels for everyone it's just hard to figure out where you stand.
I don't think so because of the judgments that I could get from others because in school sometimes you are obligated to like things or say things that will please others and which is why sometimes I cannot be my authentic self at school. Most of the time I am but there are occurrences where sometimes I will say something according to what is expected to be heard.
I don't think that anyone is an authentic self at school, there will always be people who make fun and laugh at others behind their back and everyone is aware of it, whether they try to deny it or not. Due to this, majority of people will keep some part of them self hidden for only close friends in private places, school is not that, and not a safe environment for that.
I don't think that I can be myself in most of my classes because I don't feel as comfortable with the people around but I do feel like I can be myself in after school activities because it is people that I am comfortable around.
I feel as though sometimes I can not. When people are popular, or fit more into this outline for being someone who doesn't stand out, I don't fit the outline. I feel like I have to be someone I'm not when I'm around many people in this school for the sake of being the same.
i feel as though there are always people making judgements at school, and it is a matter of being able to overlook them and stay authentic. i find that i often am not my most authentic self at school because i do not feel comfortable letting people i am not close to judge my true self.
I feel like I can be my authentic self at school, I haven't seen anyone attack me for being it anyway, I have just kind of been doing my own thing in the mess that is social politics.
I feel that as if sometimes I am, and other times I am not.
I feel that I am able to express my self at school, while still being able to understand other people's view points.
I guess



I guess I am able to be my authentic self, but that is only because I stopped caring what other people think of me, not because I am encouraged to do so. I tone down who I am because bullying is present at [redacted school name] and I'd rather not spend my [redacted] year being made fun of. It's not like I am told I should be myself but I really don't care anymore if I were to become the target of being made fun of.
I guess I am because no one tells me not to or restricts me in any way of what I want to do.
I guess, i don't really know how to explain this
I mean yes but I also have to have self control and realize that school has a purpose and their is a time and place for fun
I somewhat do not feel like my authentic self at school because I don't have many people to relate to that would understand my true self. If I were to be around people with similar interests to me, we would probably start a band, dress more punk-like, and value that style of music greatly and try to get our original songs/voices heard. But, since I lack this, at school I tend to be more introverted and somewhat odd.
I suppose so, nothings stopping me
i think i am becasuse mostly i am just the same person at home also
I think I am because am unapologetically me and treat others with kindness
I think I am or I try to be.
I think I am, because most of the people I am around in school are overall really nice.
I think I am; I would say that at least for me, most people see me as I wish to be seen. I used to have issues with myself, but after some work I feel a lot more comfortable in my own skin and I'm able to be myself.
I think most of the time I am because I always express myself.
I think most of the time I am my authentic self at school but sometimes I think other students expect things from me and then I am not my authentic self.
I think personality wise some teachers don't give students the chance to be themselves in the classroom but overall walking in the halls I can be my authentic self.
I think that there is a very judgey and clickey culture within Mahwah, making it difficult to be your authentic self. People who dress differently are picked on. For instance, in [redacted] there was this girl who would wear these elaborate classical dresses to school everyday and they would always get picked on. Additionally, I have friends who have crazy hair or an original style and I often hear them getting picked on in individual conversations in the hallway.
I try to be as authentic as possible, but some students and more rarely adults. Look unfairly upon people who are different than them. So some people cant be their selves at school
I try to. But it is hard when you go to a predominantly white school.
idk
I'm able to be my authentic self at school sometimes because people are close minded to different things.
I'm always just me.
I'm fine
I'm usually myself but I'm more quiet unless I'm around close friends or people I'm comfortable with
In most ways: the activities I want to be involved in are available to me.
In specific environments yet. When I'm in higher level classes I find there are more people who are accepting of different cultures/identities. When I'm not is when I run into people saying hateful things without knowing any better.
Kind of
Kind of because my friends support me but sometimes i feel like an outsider
Most of the time
Most of the time I am able to be my authentic self at school because of my friends that I am with and I feel comfortable with them.
Most of the time I am, because I feel more free at school and outside
Most of the time I can, sometimes I don't want to make mistakes in class and not participate.
Most of the time yes since I feel comfortable with my friends and teachers.



Most of the time, because I feel safe in school
Most of the time, because in more creative classes I'm able to create things that relate to myself
Most of the time, I feel sometimes it is not the appropriate time or place to be authentic
most of the time. Some times my friends seem to demand a different version of myself but i generally am myself
Most of the time. When I am around people I am comfortable with, I can be myself.
Most of the time/sometimes; I feel comfortable in classes with kids and teachers I know
Most of the time; however, at times social pressure doesn't allow that.
Mostly, I find certain parts about myself unfitting for school so I just don't show it
Mostly, I just have a niche personality.
Mostly. I feel comfortable to be me, but I do have issues with some groups of students that make me limit myself.
No
no bc everyone is judgmental. nothing you can do about it. no matter what, people are going to judge you to some extent.
no because all the students [redacted] here and most teachers
No because at school you are focused on learning and getting good grades.
no because everyones judgmental
No because I am overwhelmed with schoolwork.
No because I can't relate to anyone & barely anybody is willing to talk to me; I also have social anxiety. The community of Mahwah is much different from the one where I initially came from back in [redacted]. Moving here felt like going back 4 grade levels because of how immature & inconsiderate everybody was; The education & teachers are amazing, the students here not so much.
No because I do not relate to most people around me at school.
No because I do not trust anyone here
no because I dont want to get bullied for being asian
no because i have chemistry and geometry
no because im a different race lol
no because kids are mean
no because of the people that are in this school
no because of the rules
No because people judge
No because school doesn't have the things i need or want for how i wan to do them.
no because some close minded people
No because somtimes you have to focus and cant be always goofing around
no because the dynamic of our school is if your different then the white people they look down upon you and consider you to be weird and act annoying about it.
no because the school is very controlling
No because they tell me I can't wear my hat.
no because this school is very odd
No because you have to follow all the rules and act a certain way.
no everyone judges you no matter what
No I am able to be my authentic self
No I am not my authentic self at school because if I were I wouldn't be able to get what is accomplished of me.
No I'm not because it's kind of different going to school with it not being the same like when my parents going to school and being friends with people of the same race. And also feel that I can't relate to people who feel the same things as me, but that also could be on my own part because I don't like to share. So I



think I can be able to be my authentic self but I choose not to because I kind of don't feel comfortable and feel that people would understand. I'm not even my true true self with my friends but it's all my own doing.
No not really because the school has many rules and in my opinion they are a little strict on certain topics.
No not really because there is a lot of stuff I would like to say but I would get in trouble for my beliefs most likely.
No not really since I feel like I'll be treated differently if I act truly
No not really. I don't prefer to say why.
no one really is
no thoughts at this time
No you have to watch what you say and do because people are judgemental
No, because I don't want to.
No, because i have [redacted]
No, because people are very judgmental here.
no, because people make fun of me
No, because the general census is judgemental.
No, because the general populous of the school is judgmental
No, dont wanna be judged or yelled at by someone but other than that its great
No, due to being scared of how others will perceive me
No, I am scared to go to school almost every day, I fear students at times and I fear that something will go wrong and I just can't have that in my life.
No, i dont like school
no, i feel like i have to put up a facade in front of a lot of people so i don't get made fun of
No, I feel like I have to twist my personality in order for people to see me as equal. When I stand up for something people tell me I'm being an annoying feminist or something so I just stay quiet because my opinion won't change theirs.
No, I feel like you have to act a certain way. You have to fit in with what is going on
no, I just come here to study not to have fun , so I go into student mode while im at school
no, i would be expelled quicker than you could say pneumonoultramicroscopicsilicovolcanoconiosis
no, if i was my true self(how i was with friends and family) I would probobly be disliked by some teachers and some students
No, I'm a lot more reserved.
No, im really not able to bymyself since students mostly care about if your rich or not rich
No, people in this school have standards that you have to live up to, otherwise it results in bullying.
No, pressure from teachers/work
No, since my authentic self is embarrassing
No, the environment created by staff makes self expression uncomfortable.
No. Because my authentic self is weird on a societal standard.
no. i am afraid.
No. I am unable to be my authentic elf because I fear the consequences that come with it.
No. I feel incredibly judged and often uncomfortable in this school. Not all teachers make me feel this way but there are certainly a few. Not just teachers, but my peers as well. I have found myself in a position only being friends with people I know who do not attend school here. I have taken advantage of my free periods, hiding at the Mahwah public library or at home, simply for a breath of fresh air. My mentality has become school is only for my education. I come and go just for class. My social life here has hit an all time low and I do not find myself open to even speaking sometimes, in class, in the hallways, anywhere.
No. I have opinions
No. It's because I feel like my past haunts me and that I'm afraid that I'll be rejected. I'm not gay, lesbian or any sort of other gender than what I was born with. I am weird, like really weird. I have a need for adventure, but I am also pretty nuts. Back then I was an introvert and was taken advantage of. I was basically backstabbed by my best friend in [redacted school name] and by another friend in [redacted



school name]. I have trust issues to say the least, and while I'm trying to open up more, I'm still not entirely sure if people will see past my history and look at me now for who I am currently. Despite how awkward things might come across when I talk or when I act, in the end, I just want the best for everyone.
No. Mahwah is not at all inclusive. There is absolutely no mental health awareness, outlets, or anyone we can talk to about it. Students are given an enormous amount of work with barely any time to do it, and Mahwah's only solution for the stress and toll it takes on our mental health is yoga. Or, if anyone is truly honest about what is happening in their lives they get sent to [redacted name] who does more harm than good. If Mahwah truly cared about the students and their well-being, then they would hire people who actually have the proper mental health training. Putting the suicide hotline number on our student ID's does nothing.
No. People suck, I'd rather not be bullied.
No. School discourages own-thoughts.
No; I don't ever truly think of myself as authentic unless in my lonesome.
Nobody is truly being their "authentic self" in school
Not all the time because diversity and authenticity when it doesn't mean white is definitely not encouraged by the student body.
not always because other people in my grade do not treat others well or with respect
Not always, I feel too embarrassed to be my full self in school because of severe judgement from classmates and teachers
not always, it depends on who I'm around, if I'm with my friends and people I feel close with then yes.
Not always, this school is very consistently judgmental with a lot of the kids judging you based off of your ability to speak confidently or dress a specific way, they are some wonderful and amazing people but there are many other people who are very mean and judgmental, willing to lower your self-esteem for a joke
Not majority of the time, people in the school are very unwelcoming.
not really because alot of the students talk about one another with certain cliques
Not really because we live in a society where god forbid you have an opinion that differs from the public majority.
Not really cause people will look at me crazy
Not really, as you have to change in school in order to be successful and not get in trouble.
Not really, the environment provided by the school and staff makes being honest with yourself and others hard and uncomfortable
Not really, the teachers aren't accepting.
Not really. I am not able to be "me" at school due to judgement and anxiousness.
Not really; prefer not to say
not rilly bc ppl r rude
not trully because of the atmosphere in school if you want to be liked or fit in you have to conform. im allowed to be my true self in history,music,theater and english classes
of course because i am comfortable in my own skin
Of course everyone's different between when they're in school and in home, but yes, I'm able to be my authentic self at school most of the time.
Of course I'm as authentic as they come
Personally I am able to be my authentic self at school because I am not apart of any minorities
Pretty much but not always around everyone, I change myself in front of certain people.
Some teachers don't let us talk at all during work, when I believe that classwork at least should not be completely in silence
Sometimes
sometimes because I am not comfortable around everyone
sometimes because i didn't have middle school experience
Sometimes because I feel that I will be judged if I do but around my friends i can be
Sometimes because I just keep to myself most of the time unless with friends or teachers I trust



sometimes because I just stick to myself I do my own thing.
Sometimes because my friends are nice.
Sometimes because no one really cares
Sometimes because of the fact that I'm black, there're some certain things I feel like I can't say when in the class.
Sometimes because there are expectations at school
Sometimes because there are some people that are just mean to me for no reason but it doesn't bother me that much except for when it gets personal.
Sometimes because we live in a very sociaecominc community that has major impacts on how people are viewed in the school
Sometimes becuse most of the time i have to be toned down self of me.
sometimes but not always
sometimes but students can be really mean and people will judge you no matter what
Sometimes depends on the people I'm surrounded by
Sometimes- I am able to do it around my friends because I trust them and they like me for who I am. Around other people though, I am different because I feel scared to show my true self
sometimes I can be my myself but it depends on the people that i'm with.
sometimes I feel limited or "uncool" if I act how I usually act. I'm a pretty lively person and I'm quite energetic. if I see that I'm being judged for feeling like myself then I'll just tone it down.
sometimes idk
Sometimes when the topic of religion comes up people can be bias and think that one example/instance represents a whole population. It could be one person doing this but it makes me not want to talk. It makes me want to correct them but I get too shy.
Sometimes, as it is school and you need to behave.
Sometimes, because I sometimes am not able to express myself fully since I know that other may not agree with what my true self.
Sometimes, because I'm afraid of being judged
Sometimes, because it depends on who I'm talking to for me.
Sometimes, because people are really judgey and they love to talk down on people and i care a lot about what people have to say about me.
Sometimes, but other times not because people will judge or if you say something that others might not agree with then people get upset.
Sometimes, depending on who I am around
Sometimes, depending on who I'm with i can be myself (goofy and weird and smiley), Others I feel that I have to be more protective of myself when around them and obviously I have to be serious sometimes.
sometimes, I got friends. I am chilling.
Sometimes, i guess but not my full true self.
Sometimes, I have friends and teachers who help benefit my sucesess and my mood. But some days I dont feel like socializing so im just in a mad mood
Sometimes, I see a lot of transphobia in this school so I try to always ride the line to have reasonable deniability.
Sometimes, I think I can be myself within reason but some situation call for a diffrent part of myself. Everyone though has their own personality and I can show it pretty freely.
Sometimes, im more or less able to be myself or be true to myself, depending on the situation.
Sometimes, shy.
sometimes, sometimes teachers and others don't want to hear the truth about certain things so it is hard to be yourself and speak your mind
Sometimes, this is because sometimes i may feel judged
sometimes. depends who im aorund. because a lot of people at school are very judgemental and make fun of people different than them so i dont always feel like i can be myself



Sometimes. I feel like [redacted school name] is a forced group and I feel more like myself when I am outside of school.
Sometimes. People expect you to be the social norm, and if you act outside of that you will be made fun of for just being you.
Sometimes. There aren't really many opportunities to express myself in general. The emphasis is on building positive reputations, not on how to get their.
Sometimes. When in class, I have to be reserved and focused. It is also hard because students can be judgmental.
Sometimes; there are always classmates that will try to make you feel crappy for being yourself so sometimes it's better to just stay quiet
somewhat; people judge and talk about it
sort of because im able to be myself when im at my friends houses more
sort of, I have to hold some things back based on previous knowledge of things.
Sort of..... If I was entirely my authentic self, I'd probably get in trouble, but since I don't feel like getting in trouble I try to be as authentic as possible while following the rules.
Sure
Sure sometimes
Sure, no need to be fake?
sure. because I'm chill with everyone i think
To an extant. There are a lot of social expectations and pressures that come with being a high schooler, and sometimes they prevent us from really showing our true colors in this type of environment, prevalent all throughout America.
To an extent as stating your opinion can be limited.
typically you wouldn't find your authentic self in school??
Usually I can be myself and feel comfortable.
what does this have to do with having an appropriate education
When it comes to being authentic, remember to be yourself. Students can read directly through you, and being authentic and truly meeting them where they're at and getting to know them beyond the surface level.
With certain people yes, with others it is difficult. People aren't as open minded as they appear.
With some people. others no
with the people im friends with yea but with people im not friends with or don't get along with no.
yea because of my freinds.
yea because people are supportive and are kind
yea because the people make me feel accepted for my race and color
yea most of the time if I am around my friends
Yea, I have no shame in it
yeah because I am myself at school
yeah because idc what other people think
yeah because no one really cares, its really cliquey
yeah but only like 1 of my teachers use they/them on me
Yeah I do, but especially with my best friends and the people I trust the most. Around them I really am my most true and authentic self.
yeah i go to the gym
Yeah I really dont care what people think of me
yeah probably
yeah sometimes but i get made fun of sometimes for how i talk and walk and they call me gay of that when i am not
yeah, i don't really care what people think



Yeah, its a pretty easy going school and I have a lot of freedom
Yeah, sometimes
yeah; the teachers and staff are supportive of me and that gets transferred top down to the students who know they have to at least tolerate if not support me
Yes
yes , i feel welcomed
yes and no
Yes and no I go to school with a more serious demeanor.
yes and no, the school is a very judgmental environment
yes bc i dont care what others think
yes bc i feel safe here.
yes bc its more stress to be fake
yes beacuse i am
Yes because being my authentic self doesn't depend on the actions of other people. People are people everywhere and they all have their reasons for treating other people poorly. It is our job as human beings to recognize that and not subscribe to it.
Yes because everyone accepts everyone at this school.
Yes because everyone has different qualities.
Yes because everyone is accepting
Yes because everyone is supportive
Yes because friends stand up for me
Yes because I always believe in myself.
Yes because i am a very hyper person
Yes because I am able to be my normal self around my friends because of my ability to relate to them.
Yes because I am able to do what I love.
yes because i am able to not cover up my personality to adults or friends when i am at school and they accept me for being me and not someone else
Yes because I am able too no one makes fun of me.
Yes because i am accepted for who i am
Yes because I am authentic 24/7/365
yes because I am comfortable around my friends
Yes because I am comfortable at school
yes because I am comfortable in the school I dont have to be someone I am not
Yes because I am confident enough to be, and no one gives me any problems for the most part.
Yes because I am encouraged to be who I am.
Yes Because I am given oppurtunitites
yes because i am good
yes because I am in a safe social enviorment
yes because i am me
Yes because I am not judged by others
Yes because I am surrounded by good people who also are themselves
Yes because I am surrounded by people who wont judge me
Yes because I am who I am, not trying to be someone im not.
Yes because I am within classes where I am comfortable with my peers and teachers. All of the peers I interact with are for the most part respectful and we can all get along well. My teachers, especially this year, are all very nice and considerate and it feel like they really do want me to succeed.
Yes because i can
yes because i can be authentic by being authentic
Yes because i can be myself at school



yes because i can be normal
Yes because I can be normal around my friends and we make fun and poke at each other and have fun
Yes because I can do things I like
Yes because I can express myself in front of my friends
Yes because I can express who I am in front of my friends.
Yes because i can improve
Yes because I do not care about what people in this school think of me.
Yes because I do not care for what other people think
yes because I don't care what others think about me, so I'm always authentic
Yes because i dont care
yes because I dont care about what people think of me
yes because I don't care what other people are doing so why should they care what I'm doing
yes because i don't care what people say sometimes I would laugh at what they said
Yes because I dont care what people think
Yes because I don't care what people think of me
yes because i dont care what people think of me and jut do what i want
yes because i dont feel forced to act a certain way
Yes because I don't get into any trouble being myself.
yes because I don't like to get involved in different things that could lead to something not good
yes because i dpn't have anyone bothering me
yes because I feel accepted
yes because i feel comfortable
Yes because I feel comfortable around classmates and get along with everyone
Yes because I feel comfortable around my friends and fellow classmates at school.
Yes because I feel comfortable with the people and environment I surround myself in.
Yes because I feel comfortable with who I am
Yes because I feel emotionally and mentally safe
Yes because I feel I can
Yes because I feel I can express myself
yes because i feel safe
Yes because I feel safe around my teachers and classmates.
yes because i feel welcome and safe
yes because i have a good friend group
Yes because I have a good group of friends
Yes because I have a lot of friends and they respect me.
Yes because I have found a group of people that I know will always be there for me and support me.
Yes because I have friends
yes because i have friends and teachers that i feel comfortable around that allow me to be my best self
Yes because I have friends here
yes because i have good friends who push me to be my best self, in school ,and out of school at all times.
Yes because I have good friends. And some days when it's harder I just shut myself out
Yes because I have great friends who love me for me
Yes because I have great friends who support me no matter what happens
Yes because I have my friends at school
Yes because I have my friends who support me for the way I am.
Yes because I have never experienced anything that would show me otherwise.
yes because I have real friends
Yes because I have supportive teachers but Ik not all teachers are like that
Yes because I i am comfortable here



Yes because I know that there are rules at school that protect me and allow me to be myself, and the teachers at school enforce those rules.
Yes because I like being myself.
Yes because I like myself for who I am.
Yes because I like the way I am.
yes because I personally do not care about what others view me as, so I always act authentically
yes because i surrond myself with positive people and i have people i trust.
yes because I will talk, listen, etc...
Yes because I'm able to
Yes because I'm going to be myself, I'm not going to change for other people
Yes because I'm not afraid to be who i am.
yes because i'm not judged
Yes because Im supported.
yes because it has the people to help me do that
Yes because kind
yes because my friends are inclusive.
Yes because my friends are similar to me
yes because my friends like my personality
Yes because my friends like who I am and I do too so I just act like myself.
Yes because my friends make me feel comfortable enough
yes because my friends support me
Yes because my friends/teachers make me feel comfortable
Yes because my school is a safe place to express myselfe
Yes because my teachers and friends support me.
yes because no one really cares just be yourself
Yes because no one will judge me if I'm not and I don't feel pressured to be someone I'm not.
yes because none cares what you look like
Yes because of my friends
Yes because other people don't really care how you act and I don't feel restricted
Yes because people accept me for who I am.
Yes because people accept who I am.
yes because people are nice to me
Yes because people support me regardless of who I am.
yes because school is a very safe and open environment
yes because school lets me be myself
Yes because there are many different people in my school and everyone can find a person.
yes because there are people who will accept you for who you are
Yes because they don't try to force me do anything I'm no comfortable with.
Yes because they treat everyone fairly
Yes because this school is accepting
yes because we have kind, open environment
yes becfause i have friends and good teachers.
Yes becuae I am comfortable in my own skin and I enjoy acting the way my personality desires.
Yes becuae I have people to support me
yes but only to an extent bc there is always a need to be like everyone else
yes but sometimes I fear of getting judged
Yes cause I have supportive friends
yes cuz y cant u
Yes everyone accepts me



Yes for the most part; sometimes it would feel "out of place"
Yes I am
Yes I am able to be my authentic self at school because everyone is accepting to who I am.
Yes I am able to be my authentic self at school because everyone that is around me treats me with respect.
Yes I am able to be my authentic self at school because I feel like I am in a safe environment
Yes I am able to be my authentic self at school because I have many people I can talk to/relate to and have teachers to help me also
Yes I am able to be my authentic self at school.
Yes I am able to be my authentic self at school. I am able to be myself because I know my friends will help me and hang out with me no matter who I am.
Yes I am able to be my authentic self at school. My friends support me
Yes I am able to be my authentic self because I have a lot of friends who are similar to me, support me, and I feel comfortable here.
Yes I am able to be my authentic self because I have friends who are their authentic selves too.
yes i am able to because i don't care what people think
Yes I am because everyone in this school accepts everyone for who they are
yes i am because i ,can express myself
Yes I am because I feel a little comfortable with the people at my school.
yes I am because no one is gonna bully me for being who I am
Yes I am because of the people I surround myself with
Yes I am because school is a safe place where everyone can learn and grow together.
yes I am, I feel that others are welcoming, as long as I am around the right people
Yes I am, I feel that there is an open and understanding community here.
Yes I am, people in this school for what I know people are fair here for what you look like
Yes I am. I do not feel pressure to be different.
Yes I can be my authentic self at school because I don't let other people control who I am.
Yes I can because I have really good friends.
Yes I do Because its a safe environment
Yes I dont feel the need to not be my authentic self
yes i dont have to worry about what others will do
Yes I feel I can be my true self because I have friends that I like to be around.
Yes I feel like I'm able to be my authentic self at school because it's a community where everyone welcomes you and makes you feel safe.
Yes I think that I can be myself at school
yes I try to be as real as possible at school and to my friends. I do not want to be something that I am not. So yes I am very true to myself at school unless I'm in not so great of a mood.
yes idk
Yes I'm able to be my authentic self at school because I have found a place for myself with my friends and peers.
yes im not insecure
Yes in a way
Yes school is EZ, manifest your future and focus on urself.
Yes since im more interested in academics then what people think of me
Yes, able to express who I am with freedom
Yes, and I choose not to be.
yes, around my friends
Yes, bc I cen say whatever
Yes, bc no one really cares
yes, because everyone respects me.



Yes, because I am awesome.
yes, because I am mostly around my supportive friends
Yes, because I am myself at school and feel comfortable.
Yes, because I can be who I am with my friends and without my friends
Yes, because I don't care about other people
Yes, because I don't care what any teacher, or person thinks about what I have to say.
Yes, because I don't care what others think
yes, because I don't feel judged
Yes, because I don't really care if other people judge me in general.
Yes, because I feel comfortable when I am in school.
Yes, because I genuinely don't care what others think about me and just am who I am. Plus, I'm not a very annoying person so I can easily be me.
Yes, because I get to have fun.
Yes, because I have a friend group that supports me.
Yes, because I have created friendships where I can be my true self with no judgement. Anyone that would, however, treat me badly because of my identity, I do not surround myself with.
yes, because I have friends I can be myself around.
Yes, because I have friends that let me be myself
Yes, because I have friends that support me to be my authentic self. I also do not feel like I am hiding something that may be my "authentic self" at school, so I would say that I am pretty authentic at school compared to other places as well.
yes, because I have friends who I am myself around.
Yes, because I have friends who know the real me and like being around me.
Yes, because I have good friends
Yes, because I have no one judging me.
Yes, because I have people around me that will allow me to be my real self.
Yes, because I just be myself and worry about my grades and my personal stuff.
Yes, because I know that my friends understand me for who I am and they like me for who I am.
yes, because I know there are people who care about me and like me for who I am.
Yes, because I'm not afraid of what other people think, nor do I care.
Yes, because it's a safe environment to be myself.
Yes, because [redacted school name] has a very supporting environment.
Yes, because [redacted school name] has many diverse people so I am able to be my self.
Yes, because my friends are here.
Yes, because no one has a problem with me.
Yes, because no one has given me problems for it.
yes, because only bully me
yes, because people are fair
Yes, because people aren't willing to tell me to not be myself
Yes, because school is where I feel great.
Yes, because there are people that don't care about your business and are only focused on themselves, which is good because people can be themselves without having people care.
Yes, because there is a positive environment in class.
Yes, because we have a comfortable learning environment for the most part.
yes, because when I'm with my friends I can be my authentic self
yes, because I am calm at school
yes, because I don't care what people think
yes, but I pretty much only talk to people that I know
Yes, but not as loud I can be at home.



Yes, but sometimes i feel that i have to be a more timid
Yes, I act the same here and at home.
Yes, I act the same way at school I do at home.
Yes, I am able to be my "authentic self" and express my opinions and ideas to my peers. Mainly because I don't care if people like me and I don't care about getting hurt or humiliated for my actions.
Yes, I am able to be my authentic self at school because I have friends and teachers who don't judge me for who I am.
Yes, I am able to express enough of my authentic self in school as appropriate in its public environment.
Yes, I am able to express myself because most people are open-minded.
Yes, I am able to talk to my friends and people about stuff that interests me.
Yes, I am comfortable being myself in school
Yes, I am comfortable in school
Yes, I am never pressured to act differently.
Yes, I am surrounded by people who support me and care about me so I feel comfortable being myself.
Yes, I am very comfortable
Yes, I am. I don't think its anyone's business to know why.
Yes, I am. I feel comfortable in the environment I am in.
Yes, I can act pretty freely at school without having to worry about being mistreated
Yes, I can be who I really am if I wanted to.
Yes, I can relate to my friends
Yes, I don't feel judged
Yes, I don't let anyone determine who I am.
Yes, I don't really care about other people
Yes, I don't really care what people think and I have a diverse group of friends.
Yes, I don't really stand out in any way so it's fine.
Yes, i feel accpeted
Yes, I feel as if I act like myself and am myself while at school, whether that be in class or during social events
Yes, I feel comfortable at school and I am able to be who I am. Everything that I want to do at school whether it be academic, athletic, social, etc. I can do. My classmates and teachers make me feel safe and allow me to be myself.
Yes, I feel comfortable being my authentic self at school.
Yes, I feel comfortable being myself around the students and faculty at school
yes, I feel comfortable in the school environment.
Yes, I feel I always present my ideas and work with my teachers/parents on stuff I do not know. I also follow my dreams and work to strive for the best.
Yes, I feel like I can always be myself
Yes, I feel like I can be myself around others.
Yes, I feel like I'm able to be myself at school.
Yes, I feel safe at [redacted school name]
Yes, I feel that I am able to come to school and feel motivated and comfortable to simply be who I am and be accepted by those around me. Most people are motivated to meet new people and are open to new people and conversations.
Yes, I find that I can express and be myself, and no one cares
Yes, I have a good support system and I have good friends.
Yes, I have a group of friends that I'm close with.
yes, I have a lot of friends who i am comfortable around.
yes, I have a positive mindset at school and I feel good here at Mahwah.
yes, I have friends that understand me and care for me



Yes, I have friends who accept me as am.
Yes, I have many friends and feel comfortable.
Yes, I have places where I feel comfortable being my self.
Yes, I have self-confidence.
Yes, I have supportive friends and they are similar to me in many ways and through them I feel like I can be myself.
yes, i like to be my genuine self at school
Yes, I say what I want and what I think about everything
Yes, I say yes because I have a good group of friends around me and I don't really worry about what others think about me.
Yes, I think I am. I have good friends and nice teachers, but I could see why some people might not be able to.
Yes, just to be true of myself.
Yes, Mahwah is a very accepting and encouraging community.
Yes, most of the time I am, but sometimes I am judged for just being myself and it really hurts.
Yes, no matter how one views themselves there are always people who will accept them at our school. I am able to be myself and I feel that no one will or even can drag me down.
Yes, nobody judges anybody.
Yes, nothing and nobody is here to stop me from doing so.
yes, safe place to be
Yes, school is a safe environment for me to express myself
yes, some of my teachers I've had for a long time or I just feel comfortable with so it is easier.
Yes, there are lots of opportunities presented. I am able to take these.
Yes, there is always someone to talk to about things that interest me.
Yes, there is no judgement at the school and I have friends that always have my back and that I can be myself around as well as in my classes around classmates I don't know as much.
Yes, we're encouraged to be who we are. My teachers especially are open to everything and anything
Yes, when I was in middle school I wanted to be like the rest of the American students so I pushed away Indian culture but then I realized it isn't something to push away. To give a straight answer, I am authentic because I let myself be but not because of anyone else.
yes, why would I care about what people think
yes, you will be accepted
yes. because i am with the people who i can trust
Yes. I am not focused on what other's think of me.
Yes. I am proud of who I am and never feel like I need to hide anything.
Yes. I don't care what others think
Yes. I don't feel a need to change who I am for others.
Yes. I don't feel that teachers or others prevent that
Yes. I don't feel too much pressure to not be myself.
yes. I feel fine
Yes. I feel that I am surrounded by people that I am comfortable around.
Yes. I have never had to hide myself at school.
Yes. I share similar feelings to my classmates so I am able to talk to them about it.
Yes. I'm fine at school just as my normal life outside school.
Yes. People accept me.
Yes. School is a place where I can be with my friends and I can be myself because my friends are accepting of that and being myself does not negatively effect anybody around me and contributes to having fun.
yes. stand up for yourself.
Yes. When I feel happy, I can feel happy in school.



yess because i like it my responsibility
yuh, because im nice with it and im good.

Do you see particular groups being treated differently at your school? If so, which groups and how?
a bit bc of the social norms
A few weeks ago there was an instance where a friend of mine was being taunted and bullied because of her ethnicity.
I also overhear comments about other people's body types whether it be on Instagram or in person. For example, one time in the hallway I overheard someone gossiping about who has the most "disgusting calves."
Like I mentioned before, for the past few years I've seen teachers favor certain kids because they're "popular" or play a sport or an instrument.
a group of gusy always laugh when i walk by but i ignore them.
Absolutely, ethnic/racial groups are treated much differently (as in worse) at this school then the predominantly white students of this school. No one cares to say something about it. I see some people of color that attend this school treated like animals by other students at this school.
All groups are treated equally at the school
All the time, and not going into detail.
athletes
bulling is evreywhere
Certain groups at this school are treated differently due to the way they act.
certain people come across nicer and they're normally treated better than those who are mean
Even though I don't personally see it, there are definitely groups who are treated differently at school through teasing and bullying. The main reason a bully does what they do is to poke fun at someone for being different, so it's mainly people who "stand out".
Everyone is treated differently due to who they are. There will always be one group doing it to another. There is no one is not affected by it.
For the most part no because groups tend not to interact with others.
Girls because most boys ignore what they have to say even if they ask them about certain things; they're never taken seriously.
Groups of kids with a learning disability they either get talked bad on or favored
Groups of younger kids or minorities - more likely to be made fun of.
groups that may seem weird to others or who have different ideals to others. They treat them differently cause they do not have the same ideals.
I believe I do see patricular groups being treated fifferently at school sometimes particular the groups of people that hord in the hallways especially this year with the younger grades there are more fights typically with hispanic groups and african american groups.
I cant think of one at the moment
I do not see any groups being treated badly.
I do not see any groups being treated differently at school.
I do not see any particular groups being treated differently at school.
i do not see different groups of people being treated differently, everyone is treated the same
i do see
I do see certain groups of students being treated differently, those with disabilities, who dress different or act different are often talked about, even students who are mostly alone are talked about and pointed out.
I do see particular groups being treated differently at my school. These groups are specifically the minority groups considering that Mahwah is a majority white community. It's hard being a minority in such a setting and with being a minority, you can clearly see prejudice and judgement even though it won't seem that way to others.



I do see some groups getting treated differently but usually just because of teenage drama. I feel like as we have gotten older (freshman to junior year) I have seen a lot less of groups treating other groups poorly.
I do seeing particular groups being treated differently, its the groups that have interests different than the average teenager or people with disabilities and they're treated differently by being made fun because of their personalities.
I do, different races are treated differently, and although it may not always be BAD, we are always treated differently. Especially certain students that come from different countries or embrace their culture more; they are made fun by different people.
I do, I see different races being treated differently from students though not teachers.
i don't know because I barely see groups
I don't know enough to comment on this.
I don't necessarily see particular groups being treated differently at all in school. Everyone is most of the time respectable to one another
I dont normally see it but I know kids in the lgbt+ community sometimes are treated correctly
I don't notice those types of things, even then I'm not sure anyone in this school is really homophobic and if they are, they probably hide it.
I don't particular see other groups of people being treated differently at school. I feel that most people are inclusive of everyone.
I don't really pay attention.
I dont really see any particular groups but sometimes there is unfairness like picking favorites.
I don't really see much happen I kind of just hang around and do my own thing or hangout with friends.
I don't really see people getting treated that differently
I don't see any group being treated differently
I don't see any of that and if I did see them I don't care
I don't see any particular groups being treated differently at school.
I don't see anyone being treated differently
I dont see anything but the r slur is said alot and no one says anything about it
I don't see groups being treated differently at school.
I don't see particular groups being treated differently at school
I don't see particular groups being treated differently in school. Everyone is treated the way they want to be treated.
I don't see that really. The only time is see this is as true is when I have a class with respectful people who do their work, teachers are often more relaxed and the class is calm. When I'm in a class with people who give the teacher a hard time is it often more structured.
I don't think so
I don't witness a lot of bullying based on being different. I haven't witnessed a lot of bullying this year in general.
I feel like many kids who aren't the "standard fit" have hard times. Kids with disabilities can be ridiculed, kids who are lgbtqia+ are talked about for being "different" or "weird" and doing things that are "unusual", and kids of different races, specifically black or Indian, often get stereotyped.
i feel like some people have an advantage over others; there isn't a specific group, maybe they just get along well with other people.
I feel like there are some groups at the school that get judged because they do not look or act the same way as the media wants us to.
I feel that people of color seem to have more leeway than other students.
I feel that people treat particular groups with respect and I have never seen a group being treated differently in school
I feel that student's with IEP's aren't treated respectfully by students.
I guess some people do
I have not really seen or experienced much, but I have heard of people who experienced bullying.



I have not seen any particular groups being treated differently at school, but it could be possible that it exists but I just have not seen myself.
I have seen people being racist towards Indians.
I haven't seen any but I have heard of groups being treated differently, I don't know if it is true though.
I haven't seen bullying and people hurting others due in school or in real life, but I know that there is some sort of groups that can get hurt.
I mean there is always going to be people treated differently based on looks and personality. It's human nature. Groups that can be treated differently are people that could be weird, known/popular kids, rich kids, etc.
i no groups
I often don't see other groups being treated differently because I don't really care about other groups of people.
i often find that boys are given easier treatment in classes, with punishments, etc. i have heard boys say slurs and say death threats and receive nothing more than a slap on the wrist. also, in classes, the more eccentric people are always favored and are given better grades on assignments, whereas the quieter people are never given any advantages.
I personally haven't seen a particular group being treated differently.
I really don't see different groups being treated differently since I am a senior and I am not in school as much but when I do see I'll be sure to report it.
I see a lot of homophobia and racism at this school because it is heavily overlooked. some people just state it is a joke, or that it's all in good fun but there is a point where being funny becomes just discriminatory and wrong.
I see a lot of the "unpopular" kids being treated poorer or like their opinion doesn't matter but the "popular" kids are treated better and others act as if their opinions have more value
I see freshman getting treated wrongly for being young, people who may not have the latest fashion trends at school, maybe if someone changed their hair.
I see groups of minorities being made fun of sometimes
I see groups who are people of color not being treated the same by other students who are not people of color or are also people of color but discriminating based off heritage.
i see it being better
I see nothing
I see people acting differently around groups or individuals with special needs. Students are not particularly mean most of the time but one can tell that their attitude changes when with a student with special needs. Maybe they don't know how to act around these students because they don't want to be disrespectful
I see some groups being treated differently but I am not about to expose them so I am not telling which.
I see that the less popular groups get treated differently than the popular ones because they are not all the same.
I see them treated better for their beliefs, and even accommodated for their insane and unintelligent needs and i think it's absurd.
i think everyone treated equally
I think that all groups treat all other groups with some form of disrespect, because they have different interests and personalities than them.
I think that anyone can get treated unfairly, whether it is based off of their race or sexuality or physical appearance.
I think that kids that are deemed popular or more liked by the teachers get treated better like they can be louder and be more obnoxious than other students without getting in severe trouble.
I think that most people and groups of people are treated, fairly at school.
I think that others are sometimes treated better depending on their race, or how rich they are.



I think that people of color are usually accepted in a normal manner, however there's always an apparent difference in our high school experiences (in terms of ethnic/non-ethnic students). I know every ethnic or "different" student has witness at least three types of racism, discrimination, or prejudice from teachers, staff, and other students. Many of my peers and I have accepted the fact that it's just a part of our experiences, which shouldn't be in the future.

I think that there is still some prejudice against people that have special needs. Other than that, people do not really treat people differently based on their race or if they are lgbtq+ (most people don't know if other people are anyways) even if they are prejudiced inside. (if that makes sense)

I think that we are all treated equally and fairly by the teachers and staff at this school

I think that within [redacted school name] there's a lot of homophobia and racism prevalent that no one is willing to do anything about. Last year in [redacted] with [redacted name], many of the boys around me were saying various homophobic and racist slurs yet the teacher did nothing about it. Additionally, there's also a large amount of sexism within the school, especially in regards to men talking over and silencing women.

I think the LGBTQ students here are treated horribly. I've heard, personally, students being purposefully misgendered and slurs such as the f slur being used to target or harass other students. If not at the students, people use the word as a part of regular vocabulary. As I was sitting here I literally heard the person sitting across from me use that same slur I was just writing about. I think it's a massive problem not only here, but everywhere, and students should be taught the implications of these words and why they shouldn't be used.

I think the more "popular kids" get more attention than any other students.

I think the students at school are treated the same.

I think you should do a lot better with treating gay people at this school better. I've seen kids get bullied to no end for having two moms.

I usually see all groups of people being treated equally.

idk I do my school work get good grades and leave.

Idk maybe more quiet kids or groups getting picked on

I'm not sure, I feel like there are certain groups of kids who get treated better than others.

I've never seen a group be treated differently at my school.

just depends on if a group is interested in different things than others and acts differently from others

just the usually popular people

kind of

[Redacted school name] is a greatly diverse school which is a very great thing. At times insensitive jokes can be made and that needs to be stopped

Mainly disabled kids with people taking advantage of them.

male athletes are above the rules

Maybe some alt/emo kids or people of the LGBTQ community

Most of the time people are treated fairly

[Redacted name] treats people differently for no particular reason. I don't think she's treating people who are physically different wrongly I think she simply just treats people like that.

no I do not.

No all groups are treated similar

no bc ive never been mean to anyone that would want them to not like me

No because I don't pay attention to anyone else's situations.

No because I don't pay attention to those situations.

no because I only really stick with my boys

no clue

no everybody is treated the same

No everybody seems to be treated fairly .

No everybody's treated the same



No everyone is treated fairly I don't see any bullying.
No everyone is treated the same here, most of the time
No I do not see a particular group being treated differently.
No I have not viewed groups being treated differently
no mahwah is amazing
No not really we are all treated the same
no one is treated differently
No one is treated differently at the school.
no people are treated the same
No they are mainly all treated the same
no thoughts at this time
No, all are treated the same.
No, all groups are treated equally.
No, everyone is treated fairly.
No, everyone minds their business
No, for the most part people stay in their own lanes, not messing with other groups that are different. At most, people would talk about the differences in the groups but not act upon that.
no, groups dont interact with other groups, only people to people
No, I do not see any groups being treated differently.
No, I do not see particular groups being treated differently.
No, I don't personal see it but It might be going on.
No, I don't see any groups being treated differently at school. I think this school is actually very inclusive based off my experiences and from what I have heard from my friends and family who go here.
No, I don't see any groups being treated differently.
No, I don't see groups being treated differently at school.
No, I feel that everyone gets treated fairly based on how they treat other people. If someone treats someone else with respect, I believe that they are treated with respect. If someone is rude to other people, I believe that they are treated rudely. I don't see any unfair treatment in this atmosphere.
no, i see mostly everyone treated the same.
No, I think everyone is treated fair.
No, I think everyone is treated fairly and equally.
No, no group specifically
No, not really. Our school is fine and everyone is accepted.
No, personally I have not seen particular groups being treated diffrenently
No, the only people that are treated differently are people that in the eyes of the student have done something to offend them. People in this school won't treat you different because of how you look or are, but they will treat you differently based on what you do.
No, there are no groups that I see being treated differently at my school.
No, there is equality.
No, we are all differently perfect.
no. we are all equal. Also equity audit people dont [redacted] on my school its pretty good and every teacher is good and nice so dont give a bad rating.
No. We are all treated as students because it is a school.
none really, not that I can remember
Nope, all groups treated equal
Not entirely unless you count the freshman class being treated like children most of the time.
Not groups but some individuals are made fun of for doing things many others don't.
Not in particular
not necessarily groups, but specific people



Not really because everyone kind of does their own thing. There's no judgement to other groups of people.
Not really but if someone says something that someone dosent like they will timetimes defend themselves
Not really by teachers and faculty but students will treat others differently.
Not really from my view.
Not really I am pretty chill with most people
Not really, but I am not sure.
Not really, except people that misbehave.
Not really, I feel as if all groups are treated the same. There is definitely distinct groups that split up sections of the grade but nobody really bothers each other
once in a while african americans
Once in a while, I see shy kids getting picked on a little bit but nothing serious.
Only people that misbehave.
People in lower-level classes are sometimes excluded or seen differently by those in higher level classes, their learning level is sometimes used as an insult by others when things get tense between them. This doesn't happen frequently, but it does exist & is seen as normal/ok when done, nobody sees anything wrong with it.
People that dress or look differently specifically targeting their interests, the way they look or how they identify.
people that struggle with mental illness and LGTBQ+.
people with disabilities, lgbtq
smarter.
Some groups may be judged more/less harshly by other groups at the school; there is no one specific group which is treated negatively by everybody.
some of the unpopular kids being called names
some woman and people of minority groups
Some, minorities or shy people
Sometimes
sometimes because some people are a little different than others
Sometimes but for the most part not really, I cant think of a group though
Sometimes but not always.
Sometimes I see the people who have different interests than the average teenager be treated differently or kids with disabilities.
Sometimes if it's a group of queer people or a group of people of one race, people make assumptions are make little remarks.
Sometimes in school I see groups that are separated from the majority because of their interests. This doesn't particularly mean that they are being mistreated but just not involved in all events.
Sometimes people of other races aren't treated the same or given the same oppurtunities
sometimes people who have identity changes with gender
Sometimes the more popular people are treated better than less popular people
Sometimes yes I do, there are rude assumptions made
Sometimes, it's usually kids that don't talk a lot and are a bit socially awkward
Sometimes, like people who are in band and theater get treated differently because they do things that some students would consider "uncool" and make fun of them for that.
Sometimes, there are instances where some teachers treat people differently based on gender
Somtines, but I think it's just because certain groups are friends with other certain groups, I don't think it is ALWAYS for this super wrong reason, sometimes its just a coincidence.
Teachers r rude towards black people.
the kids who are slower learners get bullied or people that are bigger then others
The kids who play video games all day get made fun of.



The people that are considered "popular" are all treated different, they get more love and support but the only reason they are considered popular is when they do drugs or vape
The popular "pretty girls" are sometimes favorites (not in a bad way, its just something I've noticed)
The sports groups are always favored by teachers.
The sports kids seem to be treated better than everyone else
There is an obvious divide between groups such as by "class" or by popularity. There may also be a divide between level of "smarts" by public reputation.
there are multiple groups of people who stick with their own friends, so no.
There is not really overt racism, but there are stereotypes and micro aggressions.
Those are venture further from social norms may be thought of as different than those who follow the flow.
those who are disabled . people make fun of them alot or are just simply mean to them
Those who take lower level classes are sometimes are looked down upon.
There is some cultural insensitivity to those who are not white.
Usually bigger and more athletic kids picking on weaker and smarter kids like me.
Well besides groups that regularly cause trouble, most groups I see are treated equally.
Well, different friend groups act a certain way to other friend groups compared to other ones.
Women. Constantly being doubted by others and never taken seriously.
yea mostly anyone that isn't white, mostly Asians. They get treated different even mimicked, weird looks and made fun of.
yea specific white boys are rude and were rude to not only me but my mother outside of school.
yea, the [redacted] ones
yeah every high school has bullying no matter what its just life
yeah mainly just groups who enjoy certain things or topics and they are just like laughed at but not anything horrible
Yeah my old friends dropped me for being who I really was because I felt good about it but they did not like it they would not put up with me. So they left me and went back to there old friends and now they try to talk to me and be fake and I am not here for it they really hurt me and my metal health. It is not as good as it used to be because of what they did they had put me in a bad spot in my life and they make fun of me and talk about me when they want me to not talk about them but they can talk about me like that is not ok and I do not like it it's hurtful to me. They give me bad looks in the halls and are like eww but I feel like they are just mad because In have moved on and they can't because they still try to talk to me and call me.
Yeah, most of the time athletes and others with a family background in mahwah get treated way better.
yeah, people who dress darker, people call them "emo"
Yes
yes - people have different perceptions of different cliques - often stereotype based on looks
Yes a bit
yes and i would like to not name names
yes black people are treated differently and treated unfairly based on what they do, say, or wear.
yes everyone is in their high school popularity phase.
Yes friends groups treat each other differently
Yes i see different groups get treated differently, but the groups change because of usually unnecessary drama.
Yes like theater. There judged as weird.
yes many individuals who are LGBTQ are treated differently while the popular girls and jocks are praised but anyone who doesnt fit in gets casted out anyone with a sliver of individuality is cast out
Yes my friend group because I feel like there is always at least one or two teachers walking past us and eyeing us down.
Yes people who have different interests then the normal teens
yes people who need more help.
yes some "outcasts" or "nerds" are laughed at during school and made fun of



Yes some kids have certain privilege's that other kids don't there isn't a specific group it just depends on the child. Mahwah allows certain kids to carry a sense of entitlement that I think is unfair to all the other students.
Yes some people are most definitely treated differently
Yes some people get made fun of more
Yes sometimes people get made fun of for how they look or what they wear
yes the emos in our school get treated in a not so good way in my opinion
yes the emos.
yes the [redacted]
yes the popular kids get treated better
Yes, "unpopular" people
yes, at times there are others who act differently around those with disabilities but they are never rude to them face to face.
Yes, because certain come across differently, and in school I don't think people are their authentic self.
Yes, because some people are emo
Yes, definitely. Mostly people who are of certain religions, and people who often are alone.
Yes, especially towards students of color. Multiple teachers this year alone have been outwardly racist, said harmful slurs, and ostracized students of color yet when the students report these instances they are never believed. The proper action is never taken against the teachers, and the only respite students are given is transferring out of the class. But what does that do to prevent staff members from hurting another child?
Yes, I do see members of the LGBTQ+ community being made fun of with words.
yes, i see a lot of women not being valued and their opinions not being heard
Yes, I think it is groups where people know them.
Yes, mainly "outcasts" and some ethnic groups are marginalized by some students
Yes, many students are treated differently by staff because of overall looks and abilities
Yes, men are discriminated against in the grading process.
yes, once in while the african american race is judged
Yes, people who are given that additional oppurtunities.
Yes, queer people and people with disabilities are made fun of.
yes, sometimes
Yes, teachers, coaches, and the principal as well as other staff treat students especially athletes and "well known" people with more respect, care, and consideration than other students.
Yes, the people who smoke and vape in the bathrooms because it's gross
Yes, there's different popularity and stuff but it doesn't really matter
Yes, this school is mostly white privileged Italians. They are considered the majority, anyone who isn't like that usually gets discriminated against.
Yes, you can absolutely see that people are treated differently if they are "different" to certain groups of students
yes. They're being nice to each other.
Yes. Anybody who's white, attractive, or has money is typically treated differently, getting more handed to them more easily. It's an unfair reality.
Yes. I hear white people speaking in a blaccent and impersonating other races. About all the friend groups I see are divided by gender. My queer friends are regularly harassed by people who genuinely wish they were dead. I'm addressed by the f slur instead of my actual name by several people.
Yes. I would prefer not to say.
yes. I've seen a specific teacher treat certain race groups of students differently than others. I also see students of color being treated poorly by white students.
yes. some boys have special treatment. also a lot of "unfortunate" kids get special treatment.



Yes. Sometimes due to someone's ethnicity/race, gender, political beliefs/affiliation, or religion -- they are treated differently. Most teachers are fair, but I have one teacher who appears to have more of a bias on affiliations such as those.

Yes. Sometimes people are judged based on the way they look or act if it doesn't fit with what they do.

Yes. Typical "nerdy" or "weird" friend groups will always be made fun of. The more "normal" friend groups will make rude jokes or comments about kids who have different interests or look different from them.

yes; certain friend groups/ people people avoid, talk about,

Section 4 Additional Thoughts:

"I see ways people are treated better because of who they are." Regarding this statement, if who the person is regards their character, then someone with a compassionate heart, and friendly disposition, and is overall a great student should be treated better than those lacking great core qualities and those lacking the qualities should be helped to get them.

be more aware of harassments incidents and listen to the victims

Can we please have a field trip

Everyone is equal at the school.

Everyone is treated equally

Get rid of the people vaping in the bathrooms, my head hurts

great diversity in the school

have I mentioned that I find this survey [redacted] and that I could better spend my time, I come to school to get an education and my responses to this survey are satirical and not in any way shape or form supposed to be taken as real data for a survey.

I do see groups that linger in the bathrooms

I don't know of any Indian teachers in our school.

I feel as though sometimes I feel safe at school, but I feel like kids who stand out just the slightest bit are given struggles.

I feel like a lot of staff at the school favors boys. Or I feel like teachers judge me before they even know me.

I have a pretty negative few on myself because I feel like my dreams of becoming a songwriter are never going to come true because of my lack of talent. There are so many people that are better than me that have much more of a chance of achieving this. I also feel that I will never make any new friends because of my terrible social skills.

i love it here

I think some people (mostly white boys) make jokes about lgbtq+ people and about marginalized race groups and also about people with special needs but they would never actually say something to someone's face. I also think that we have a long way to go in being more accepting and teaching kids to be more accepting and also making all people of all races feel seen.

I think there should be more bullying.

I wish that there were more people that look like me at school, I know my mom would like that as well, and that's really it.

I'm a [redacted]

In my own "friend" group I feel unvalued and sometimes I feel like I am being judged just because I am Hispanic, my father being an immigrant, and having Native blood in me. I don't often see people who look like me, the only people I've ever seen that look like me are Spanish teachers and it's upsetting. When I was younger the only Hispanic people I knew were two teacher aids and I haven't seen either of them since sixth grade. Do better??

Its not an every day thing

La clase de hisoria es peak

Mahwah needs serious work.

Mahwahs is upgrading



MeLoveSchool
[Redacted name] is awesome and dazzlingly handsome
[Redacted name] is always there for me whenever i need to talk or to catch up on life in general. she supports me a lot at [redacted school name] and i always appreciate everything she has done for me the past two years.
nope i hope you have a stupendous day
People should not do drugs in school.
School is pretty much a turf war, where every group of people are trying to be better than every other group of people. Just because of differences in character
School lunch should be free
The [redacted] does an extremely poor job at this school, unreasonable, arguably likes to power trip. With no focus on improving behavior just punishing's people immediately and screaming at them in the hallways. In fact this school's punishing actions in the from the [redacted] APPEARS to encourage racism as a black student was punished more for speaking out against a racist activity while the person doing the action was punished less.
There are people who are treated worse because of their physical appearance or who they are and it's not fair that people cant be themselves or they risk social rejection or worse. Some people can be toxic and make people feel worse about themselves and their traits and sometimes it is difficult to be yourself in school because they feel like they need to act differently around certain people. I can say this because I used to feel this way.
There has to be more education on recognizing and fighting against microaggressions. Pure racism is not common, but microaggressions are what students of color witness or experience likely more than once a week. (though it is extremely important) there is heavy education about slavery and the holocaust, and history classes tend to neglect other types of racism or hardship other ethnic people have faced. For example, when talking about the Korean war in my Junior year history class, the teacher tried to cover it in less than 5 minutes to save time. I felt taken aback by the fact that such a heavy and important topic was brushed over because the teacher was behind in her lesson. Our classes need to do better in incorporating a more diverse education and not focus on two important historical issues for the majority of our lessons. there also needs to be more mandatory classes about these issues that are not electives or classes students have to actively choose on their own.
this goes back to the mental health aspect but i feel as though this school lets people with mental health issues down and is not there for them in times of need.
This school is fair
This school isn't diverse no matter how much they claim to be. Racism and xenophobia always present behind the walls. I've personally been discriminated against because I'm russian.
[redacted] is an abhorrent reflection of the mahwah school district let me be very clear i love the mahwah school system and all of the teachers but i feel as though this survey is [redacted]
We need more snow days
More snow days = less stress + time to relax a little bit + enjoy the great outdoors.
We should bring Home Economics back
what does the first question even mean??
why are we doing this
why would there be a question on if any adults look like me at school
Will this reflect on my grade???

